







# Merriwa Primary School

## Daily Learning Routine YEAR 4

WEEK 2



	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Break - eg. Breathing exercise, stretches, core practice. Physical activity and begin the day with Lexile reading Search: Scholastic Learning Zone: Code 7C2F Login in: e.g. tom.smith password: hello1 Library : online books and quizzes					
9.00 - 9.30	<b>SPELLING:</b> Read your Week 2 word list and complete one activity				
9.30 - 10.00	<b>READING:</b> Complete an activity from the Reading package section				
Snack and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
10.30 - 11.00	<b>WRITING:</b> Complete one writing activity each day	Your package includes an exercise book where you can keep a diary each day			
11.00 - 11.30	<b>MATHS:</b> 1 page from booklet and 1 page from the times table book each day	Maths:	Maths	Maths	
Lunch and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
12.00 - 12.30	Select from other subject areas : <b>Science, HASS, Health, Music , Italian</b>				
12.30 - 1.00	Select 1 <b>VISUAL ARTS</b> activity				
	End the school day with something fun from Mrs Waterhouse's	List of fun things to do			

# Spelling



Name: .....

Class: .....

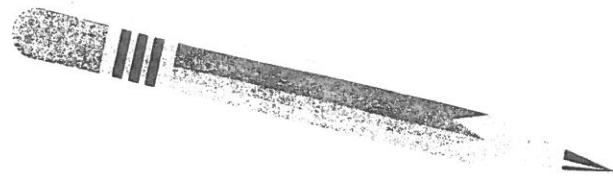
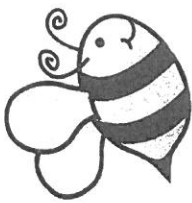
# SPELLING LIST ②

Complete one activity each day



Word List	Write each word in a sentence	Write the words in alphabetical order
1 sketch		1
2 stretch		2
3 frame		3
4 fame		4
5 provide		5
6 request		6
7 respect		7
8 serve		8
9 deliver		9
10 control		10

RAINBOW WRITING: Write your words on this graffiti wall and trace them with 3 different colour-





Name: \_\_\_\_\_ Date: \_\_\_\_\_



# WORD FIND

N O D D E D D R L O C K E D L N M R  
P H J H P R U T T E D R L G T D I M  
Y S Q A B O P U V G P O I R A I S P  
G I U N L Y T A I U O L G I A V S J  
O S O D F O H T C Y S L H L R E E I  
A T T E O C O A E K S E T L A R S P  
D E E R Q L T S T D E D S S P S A O  
E R S O E P L F E T S D I T P K L T  
D M E E T E R E W N E O I L E R S T  
Q U E U E S Q S D J G R J U R S Y E  
X R U S H E R Q U E U E R E B X M R  
T B S N S L I N G E R W T R I V I C

Find the following words in the puzzle.

Words are hidden → ↓ and ↘.

DIVERS  
DOLLED  
GOADED  
GRILLS  
HANDER  
HATTER  
LIGHTS  
LINGER

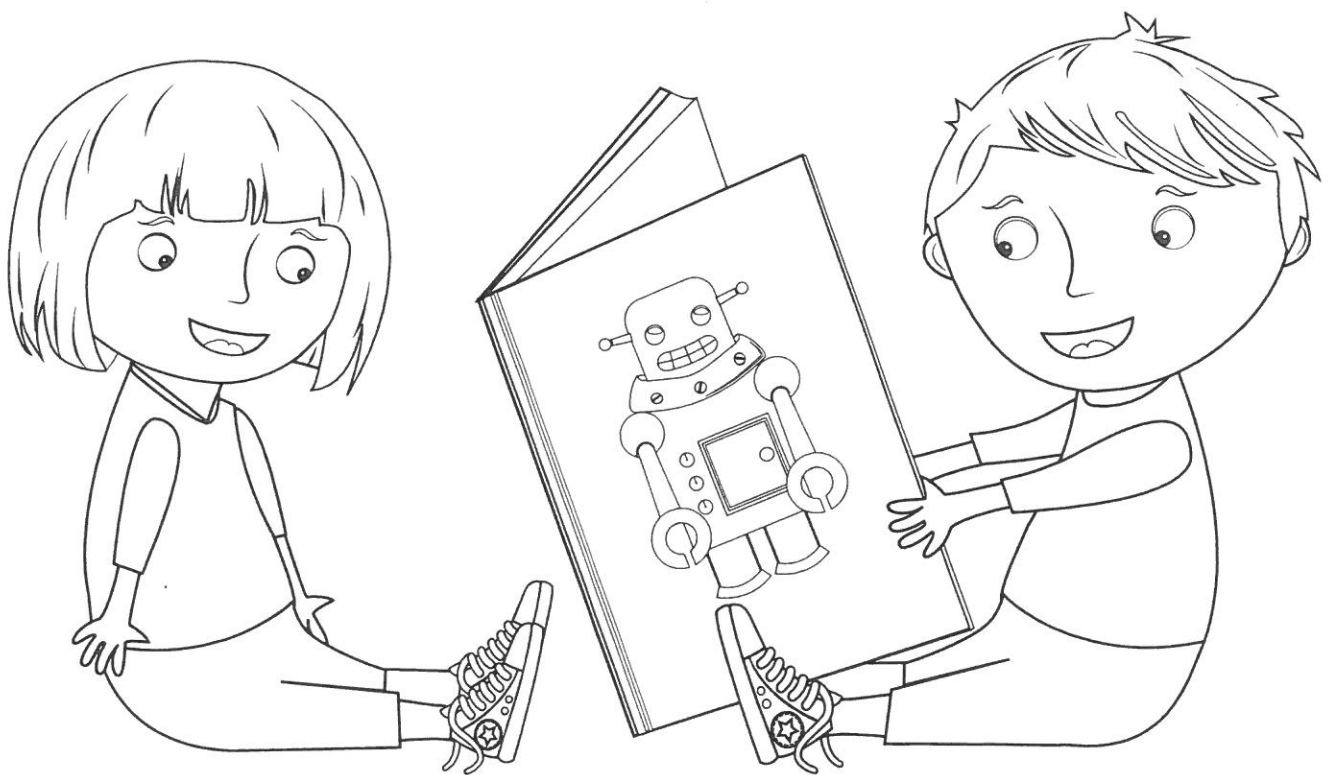
LOCKED  
LOOSEN  
MEETER  
MISSES  
NODDED  
OILERS  
PACKED  
POSSES

POTTED  
POTTER  
QUEUER  
QUEUES  
QUOTES  
RAPPER  
ROLLED  
RUSHER

RUTTED  
SISTER



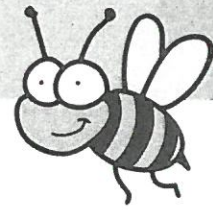
# Reading



Name \_\_\_\_\_

Class \_\_\_\_\_

# Busy Bees



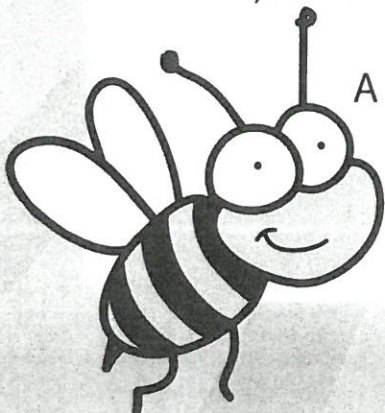
There are about 20,000 different species of bees in the world. Bees live in colonies in a hive and there are three types of bees in each colony. There is the queen bee, the worker bee and the drone.

The queen is the largest bee in the colony and she is the only one that lays eggs. Drones are male bees and they do not work or sting. Their only job is to mate with the queen bee so that she can lay eggs. Worker bees are female and they do all the work. There are about 55,000 worker bees in a colony and they clean the hive, collect the pollen and nectar to feed the colony and take care of the offspring. They also produce wax and shape it into hexagonal cells called comb. Other workers guard the entrance to the colony's home, which is called a hive. They cool it by fanning their wings.

It is also the worker bee's responsibility to collect nectar to make honey. Nectar is a sweet liquid in the centre of a flower. To reach it, a bee brushes against the part of a flower that produces a yellow powder called pollen. Pollen sticks to the bee's hairy legs and body before it flies to another flower of the same kind.

Pollen from the first flower gets mixed with the pollen of the second flower. This keeps happening as the bee goes about from flower to flower. This mixing of pollen must happen so that seeds and fruit develop. This is how bees help plants.

Worker bees take the nectar to the hive and fill wax cells of the comb with nectar, then seal the top of each full cell with a wax lid. Inside the cell, the nectar becomes honey.



A bee can only sting once. It will then fly away and die, leaving the stinger behind. The stinger has tiny hooks and a poison sac, which will keep pumping poison until it is removed.

## **Busy Bees Questions**

**1. Approximately how many worker bees are there in a colony?**

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**2. What are the names of the three different types of bees?**

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**3. Who does most of the work in the colony?**

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**4. What are the two things that drones don't do?**

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**5. What are offspring?**

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**6. Where does the honey form?**

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**7. Do you think bees help the environment? How?**

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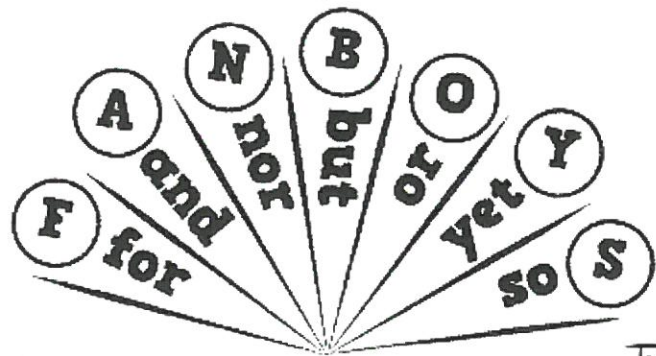




# CONJUNCTIONS

Coordinating conjunctions join two independent clauses to make a compound sentence.

sentence  
+  
**FANBOYS**  
+  
sentence  
=  
compound sentence



Teach **THIS**

Choose a coordinating conjunction to complete each sentence.  
Then write it on the blank line.

1. He was not allowed to train, \_\_\_\_\_ he needed to let his knee rest after his injury.
2. I love eating ice-cream, \_\_\_\_\_ I also enjoy cake.
3. Sandy loved to play tennis, \_\_\_\_\_ she was nervous about getting injured.
4. Grandma was really tired, \_\_\_\_\_ she took a nap.
5. Jane had a lot of games to play, \_\_\_\_\_ she still felt bored.

Choose a coordinating conjunction to make the two sentences, one compound sentence and then rewrite the sentence on the line.

Marcus is quite shy. He still has many close friends.

\_\_\_\_\_

We waited for the train. It didn't show up.

\_\_\_\_\_

# Articles Practice

Teach **THIS**



Complete the questions with a, an, or the correctly.  
Ask your teacher if you can not answer the questions:

1. Which country  
has \_\_\_\_\_ largest  
area of land?

2. How many toes  
does \_\_\_\_\_ dog  
have?

3. What would  
\_\_\_\_\_ American call  
a baby's nappy?

4. Which side of  
\_\_\_\_\_ ship is  
starboard?

5. Where would  
you find \_\_\_\_\_  
Dead Sea?

6. Name \_\_\_\_\_  
seventh planet  
from \_\_\_\_\_ Sun.

7. How many key  
are there on a  
standard piano?

8. Which number  
should you call for  
\_\_\_\_\_ ambulance?

9. Where would  
you find \_\_\_\_\_  
igloo?

10. What is \_\_\_\_\_  
largest mammal in  
the world?

11. What does  
\_\_\_\_\_ architect do  
for work?

12. What do you  
call \_\_\_\_\_ baby  
goat?







# Sequencing a Story

Stories have a beginning, a middle and an end. It's important for you to know the sequence of events in a story. It helps you to understand what you read. Words like first, next, before, after, lastly and finally will help you work out the sequence. You can also use other word clues or what you know already to find the sequence.

Unfortunately, someone has mixed up the pages of the story 'Sam and the Rainstorm'. Read through each of the boxes carefully.

Suddenly the sky went black and the rain began to pour down.

But Sam didn't listen to Mr Williams. He kept on walking.

The second person Sam came across was Mrs Johnson, the shopkeeper.

"I wouldn't go for a walk today," said Mr Williams. "It looks like it's going to rain!"

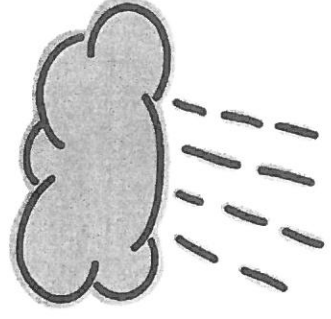
The first person Sam came across was Mr Williams, his next-door neighbour.

"It's going to rain," said Mrs Johnson. "I'd go home now!"

Finally, Sam decided to run home as fast as he could. He was soaked!

It was a sunny day. It was so warm that Sam decided to go for a walk.

But Sam didn't listen to Mrs Johnson either. He still kept on walking.



Have a think about which box is the beginning of the story and which one is at the end.

**Now cut out the boxes and rearrange them on your table into the right order.**





# Sam and the Rainstorm

Stick the boxes from the first sheet in the correct sequence to tell the story of Sam and the Rainstorm.

When you've finished, draw an illustration of Sam getting wet!

1	2	3
4	5	6
7	8	9





# Goldilocks and the Three Bears

Once upon a time there lived three bears and a little girl called Goldilocks. One day, Goldilocks went for a walk in the forest and found a house. She knocked, and when nobody answered, she decided to go inside. At the table, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the large bowl. "This porridge is too salty!" she said. She tasted the porridge from the medium bowl. "This porridge is too sweet!" she said. She tasted the porridge from the small bowl. "This porridge is just right," she said and she ate it all up.

Goldilocks felt tired, so she walked into the living room and saw three chairs. She sat in the large chair to rest her feet. "This chair is too big!" she said. She sat in the medium chair. "This chair is too big, too!" she said. She sat in the small chair. "This chair is just right," she sighed. Just as Goldilocks settled down into the chair to rest, it broke into pieces!

By now, Goldilocks was very sleepy, so she went upstairs to the bedroom. She lay down on the large bed. "This bed is too hard!" she said. Then she lay on the medium bed. "This bed is too soft!" she said. So she lay down on the small bed. "This bed is just right," she said, and Goldilocks fell asleep.

As she was sleeping, The Three Bears came home. "Someone's been eating my porridge," growled Daddy Bear.

"Someone's been eating my porridge," said Mummy Bear.

"Someone's been eating my porridge and it's all gone!" cried Baby Bear.

"Someone's been sitting in my chair!" growled Daddy Bear.

"Someone's been sitting in my chair!" said Mummy Bear.

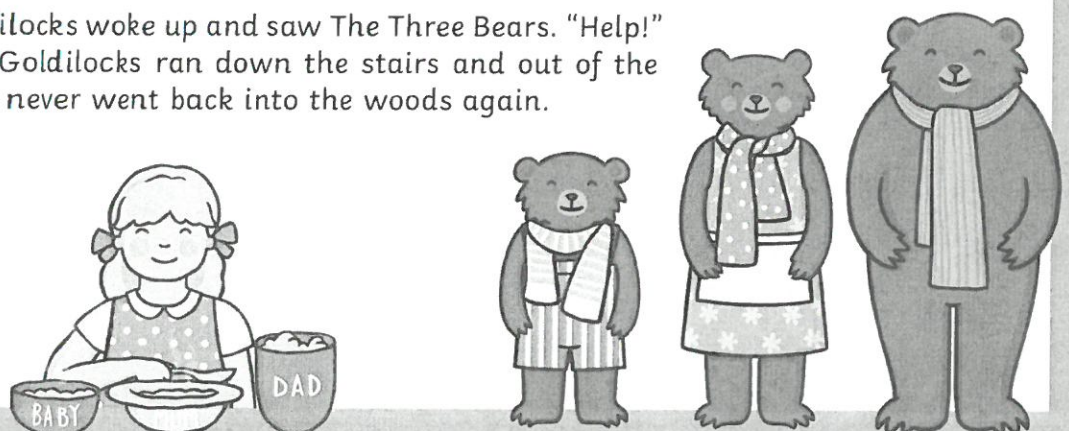
"Someone's been sitting in my chair and it's broken!" cried Baby Bear.

When they got upstairs to the bedroom, Daddy Bear growled, "Someone's been sleeping in my bed."

"Someone's been sleeping in my bed, too," said Mummy Bear.

"Someone's been sleeping in my bed, and she's still there!" cried Baby Bear.

Just then, Goldilocks woke up and saw The Three Bears. "Help!" she screamed. Goldilocks ran down the stairs and out of the house, and she never went back into the woods again.



# Questions about Goldilocks and the Three Bears

Answer the questions below in full sentences.

1. What did Goldilocks think about Daddy Bear's and Mummy Bear's bowls of porridge?

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2. What did Goldilocks find after finishing the third bowl of porridge?

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3. What did Goldilocks think about Daddy Bear's and Mummy Bear's chairs?

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4. Why did Goldilocks go upstairs after breaking Baby Bear's chair?

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5. What did Goldilocks think about Daddy Bear's and Mummy Bear's beds?

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---

6. Why did Goldilocks fall asleep on Baby Bear's bed?

---

7. How do you think Daddy Bear and Mummy Bear felt when they returned to their house?

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8. How do you think Baby Bear felt when he found his porridge eaten and chair broken?

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9. Do you think Goldilocks should have gone into The Three Bears' house? Why?

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10. Describe Goldilocks using three adjectives.

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GLUE YOUR TACO HERE.



# TACO' BOUT

Picture:

Favourite book:

Favourite singer:

My birthday:

Best TV show:

Favourite thing to do:

The best thing about school is:

My wish for this year:

GLUE YOUR TACO HERE.



# TACO' BOUT

Picture:

Favourite book:

Favourite singer:

My birthday:

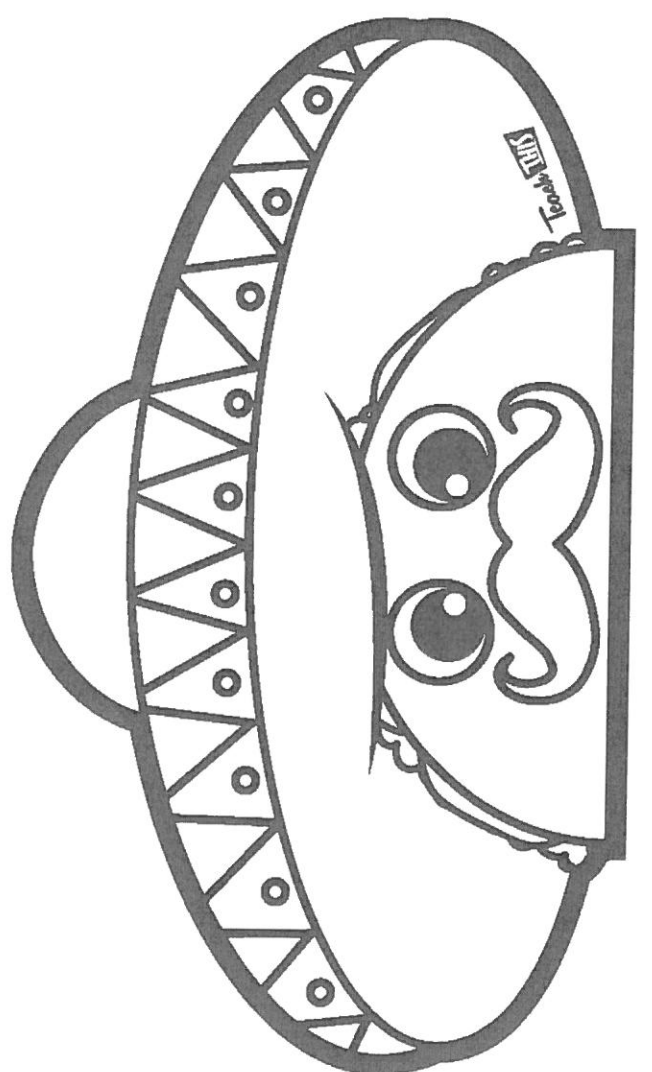
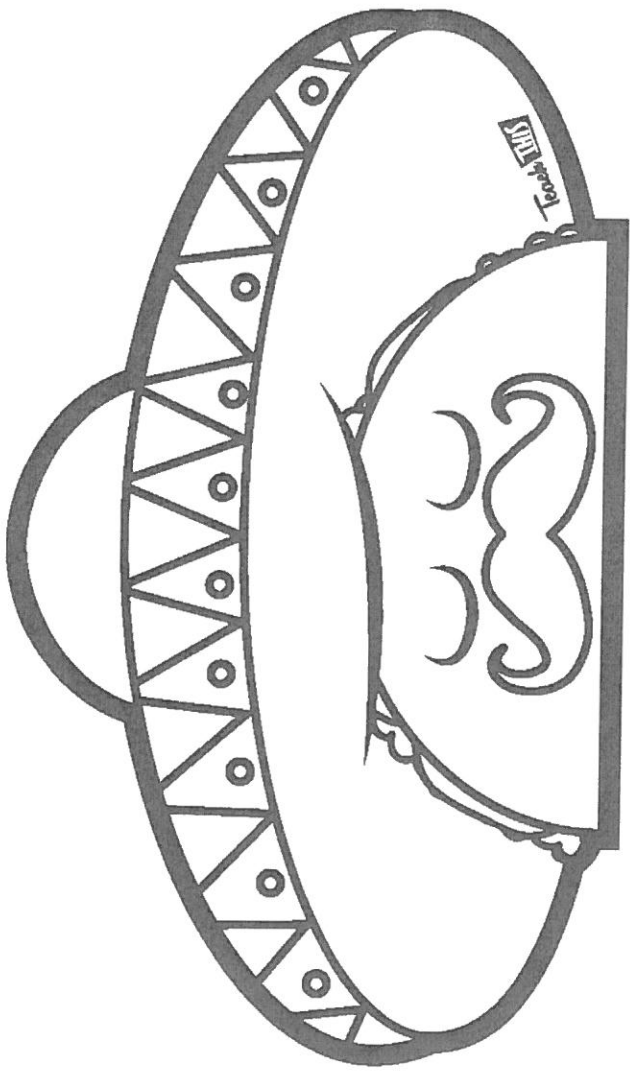
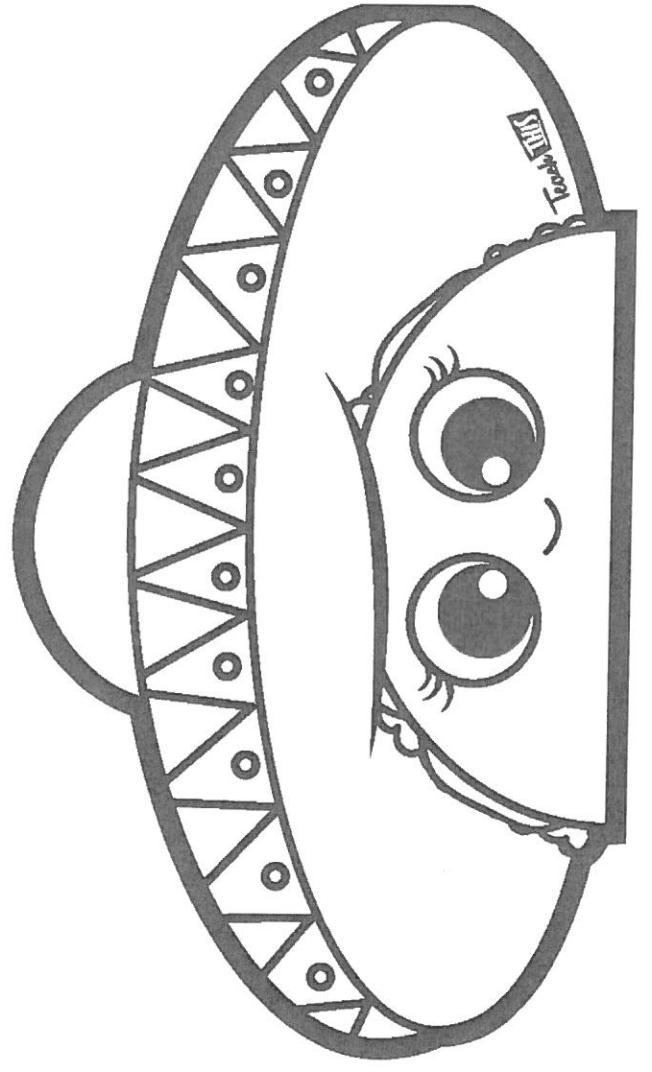
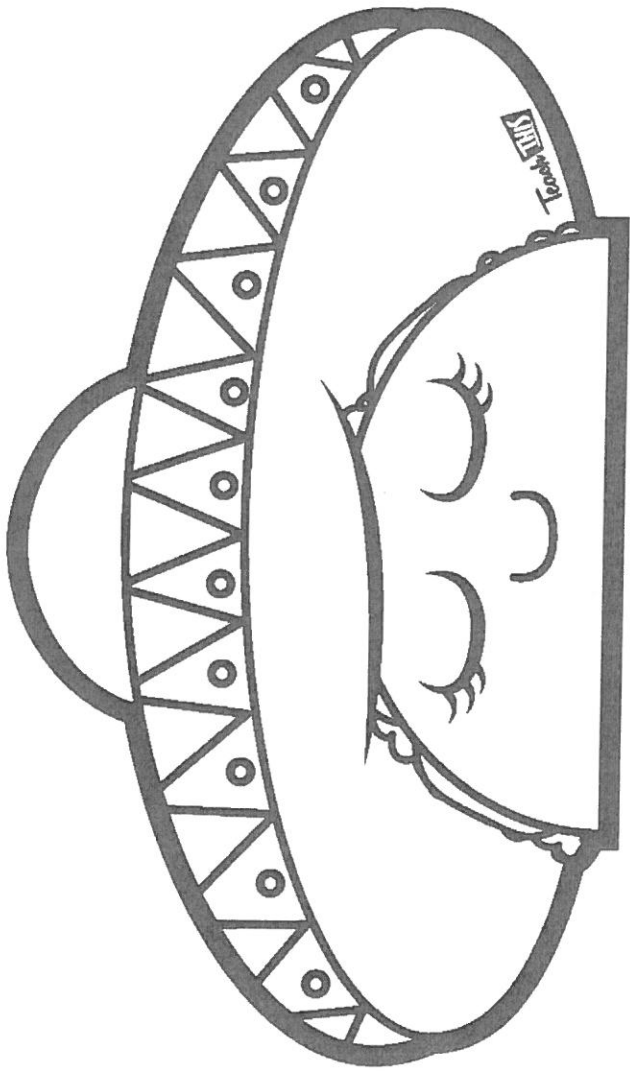
Best TV show:

Favourite thing to do:

The best thing about school is:

My wish for this year:









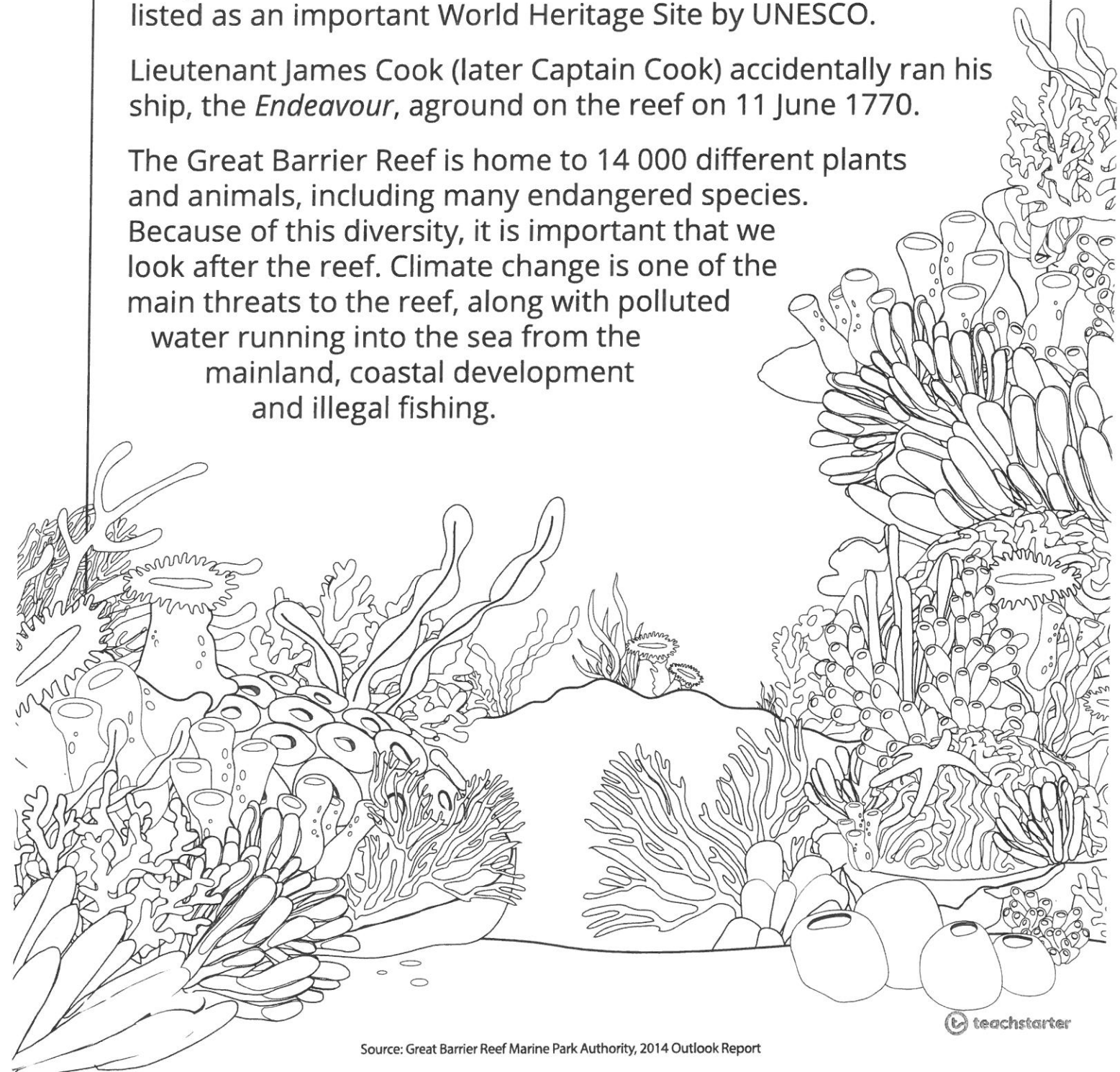
# The Great Barrier Reef

The Great Barrier Reef is the world's largest coral reef. It is close to the coast of Queensland, Australia. It is made up of nearly 3000 coral reefs and over 600 islands and stretches over 2600 km long. It is so big, it can be seen from space!

The Great Barrier Reef is the largest structure made by living things. Because of its environmental significance, it has been listed as an important World Heritage Site by UNESCO.

Lieutenant James Cook (later Captain Cook) accidentally ran his ship, the *Endeavour*, aground on the reef on 11 June 1770.

The Great Barrier Reef is home to 14 000 different plants and animals, including many endangered species. Because of this diversity, it is important that we look after the reef. Climate change is one of the main threats to the reef, along with polluted water running into the sea from the mainland, coastal development and illegal fishing.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Great Barrier Reef

1. How long is the Great Barrier Reef?

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2. How many different plants and animals live there?

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3. When did the *Endeavour* run aground on the Great Barrier Reef?

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4. What are the main threats to the Great Barrier Reef?

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5. Why do you think we should protect the Great Barrier Reef?

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6. Why do you think climate change would be bad for the Great Barrier Reef?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Research Skills – Note Taking

Read each paragraph from the text about the Great Barrier Reef.

- Highlight the key information in each paragraph.

Hint: Look for key words that inform the reader about the subject.

- Next to each paragraph, write notes about the key information.

Hint: Dot point notes should be a few words only, not full sentences.

The Great Barrier Reef is the world's largest coral reef. It is close to the coast of Queensland, Australia. It is made up of nearly 3000 coral reefs and over 600 islands, and it stretches over 2600 km long. It is so big it can be seen from space!

- 
- 
- 
- 

The Great Barrier Reef is the largest structure made by living things. Because of its environmental significance, it has been listed as an important World Heritage Site by UNESCO. Lieutenant James Cook (later Captain Cook) accidentally ran his ship, the *Endeavour*, aground on the reef on 11 June 1770.

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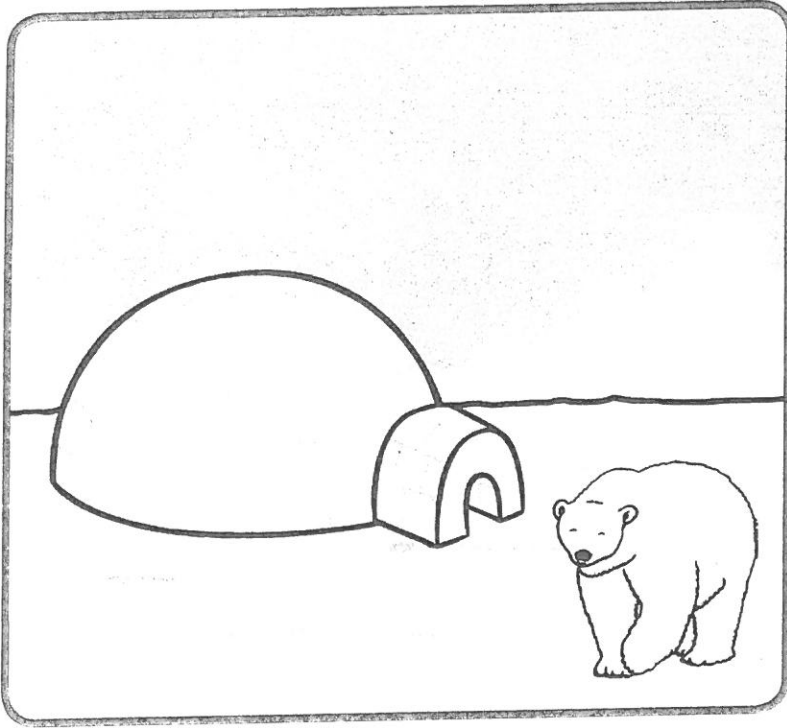
# Writing



Name \_\_\_\_\_

Class \_\_\_\_\_

# Story Settings Description



## Key Words

cold freezing snowy

icy bright white lonely

quiet beautiful dangerous

chilly bitter remote

brehtaking arctic

**Can you write a paragraph about this setting?**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# Photo 4



I can see...

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I can hear...

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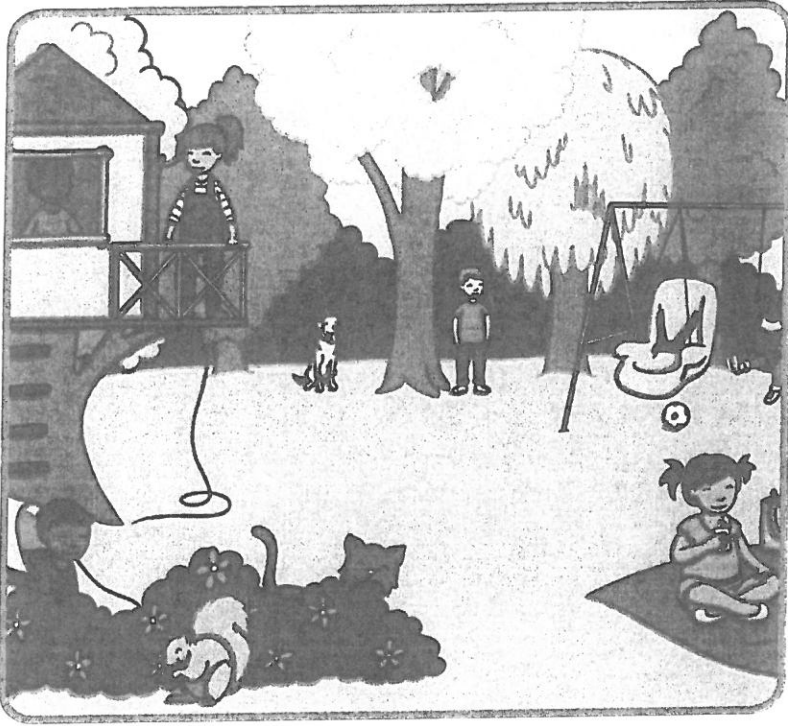
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# Story Settings Description



### Key Words

beautiful fantastic

lovely green leafy

noisy crowded lively

fun entertaining busy

enjoyable relaxing

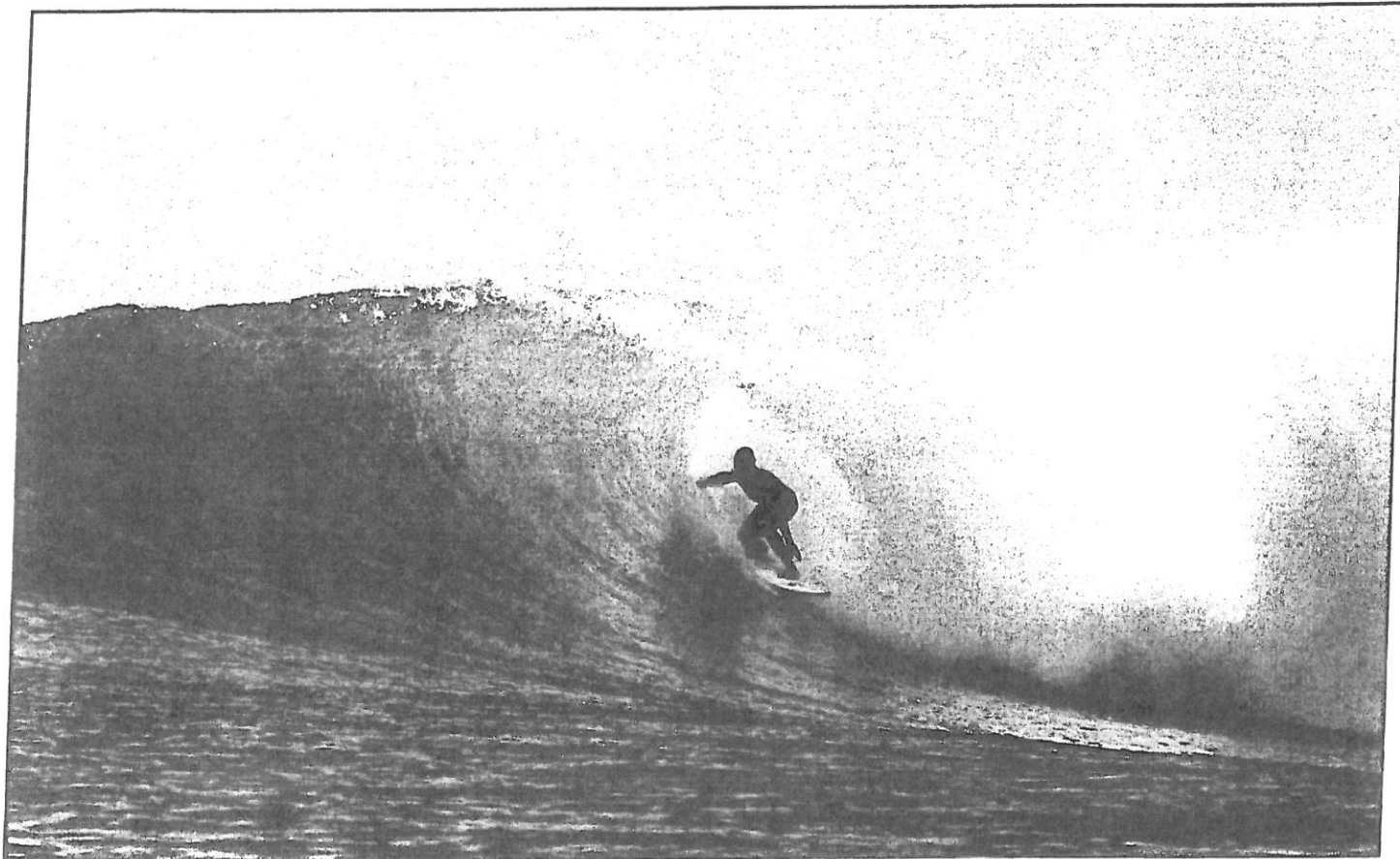
wonderful pleasant

**Can you write a paragraph about this setting?**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.



# Photo 5



I can see...

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I can hear...

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Bike Riding is Awesome!

Fill in the missing words.

brain

exercise

riding

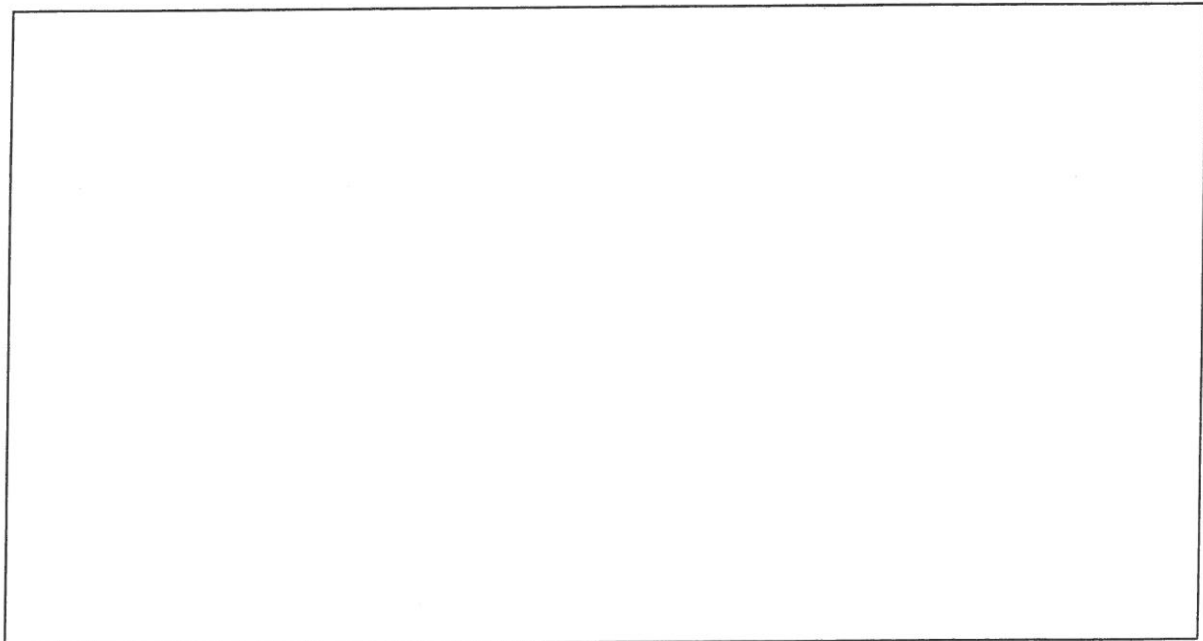
fitness

bones

energy

Bike riding strengthens the heart, lungs and lower body muscles and \_\_\_\_\_. It helps develop strength, balance and overall \_\_\_\_\_. Bike \_\_\_\_\_ also helps with your coordination. Bike riding is a good form of \_\_\_\_\_ which helps your \_\_\_\_\_ to work at its best. Exercise also puts you in a good mood and gives you more \_\_\_\_\_. Bike riding is a great way to have fun with your friends and family.

Draw a picture of where you like to go bike riding. Write a sentence about your picture



## Deep-sea Diving - Editing

**Add editing marks to text. There are 20 errors.**

the deep-see diver looked nervously at the ocean around him One by one, waves crashed into the side of his rocking boat. in a few seconds, he was going to have to enter these dangerous waters. He anxiously put on his goggles flippers and oxygen mask he dived into the freezing waters below and hoped for the best.

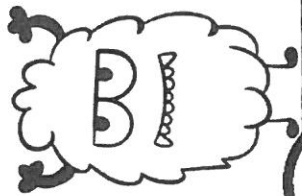
he felt the icy water cover him like a blanket. Rainbow fish darted in and out of the coral For a few minutes he feeled calm and happy. Sudenly, a giant shark apeared out of nowhere the diver swam furiously back towards his boat. He decided never to dive in this part of the oshean ever again

Editing Marks:	
Capital letter	≡
End punctuation	◦ ! ?
Insert a word	Λ
Change to lower case	/l.c.
Take something out	o7
Check spelling	SP ○
New paragraph	¶

**Re-write the text correctly:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with horizontal ruling lines.



# FANTASTIC BEASTS & OTHER CREATURES!

## MONSTERS & MYTHICAL CREATURES

### NARRATIVE WRITING PROMPTS

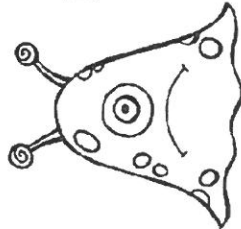
Roll a dice and use the writing prompt to help you write a narrative or descriptive paragraph.



The room was dark, so I couldn't make out the details. But whatever it was, it wasn't human. For one, it had a long glistening tail.



"Just stay quiet. I think it's blind.



But get ready to run..." Tell this story.



Jack is terrified of the monster under his bed, but what he doesn't know is that the monster under his bed protects him from the true monsters – his parents! Tell this story.



She pulled me from the crowd and covered my mouth with her coarse, gnarled claws. "Don't say a word," she growled.



Due to an event called the Great Hunt, mythical creatures have been disappearing. It's time for the hunt again and you're determined to save the last dragon.



A cold gust of air made her skin prickle. Though she warmed again quickly, goose bumps stayed on her skin. She felt the same peculiar feeling she'd had the other night. She wasn't alone.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

÷

# Maths

2

9

5

1

6

2

3

+

>

X

4

÷

9

8

10

—

÷

3.14

+

6

X

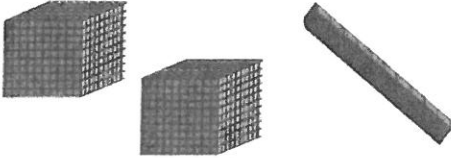
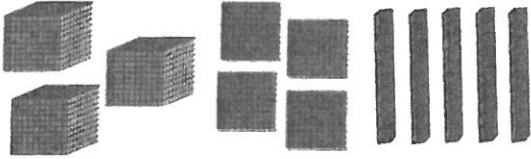
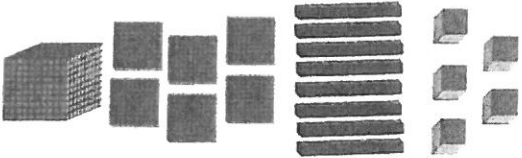
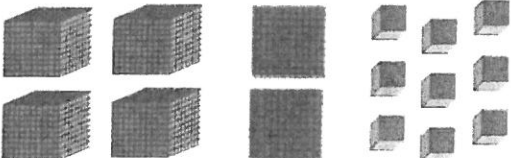

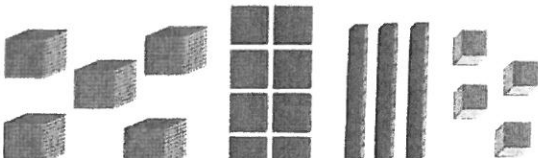
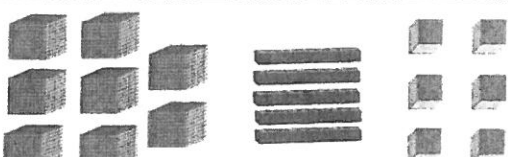

Name \_\_\_\_\_

Class \_\_\_\_\_

# Place Value up to 10 000

I can use partitioning to show my understanding of place value of numbers up to 10 000.  
(ACMNA053)

Count the groups of blocks and record the total amount.

	_____ Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____
	_____ Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____
	_____ Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____
	_____ Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____
	_____ Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____
	_____ Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____
	_____ Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____
	_____ Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____

# Ordinal Number Word Search

P	E	T	L	I	V	I	M	H	F	W	T	N
T	A	J	S	B	C	L	T	O	T	X	E	Q
T	P	K	E	R	H	F	U	N	L	R	N	J
M	B	L	C	G	I	R	O	A	I	D	T	L
S	A	L	O	F	T	F	V	B	S	N	H	H
R	E	I	N	H	J	A	V	E	H	D	T	B
D	D	V	D	O	C	C	F	A	U	X	O	H
R	D	Q	E	J	N	J	N	D	F	O	Q	X
I	T	Y	V	N	S	I	X	T	H	O	I	T
H	W	B	F	H	T	H	G	I	E	C	G	F
T	B	R	D	V	P	H	J	P	C	F	O	Z
F	H	A	Q	K	L	U	Z	V	B	N	N	G
B	A	L	T	J	G	Z	G	A	I	T	B	Q

5th

\* FIRST

\* SIXTH

6th

\* SECOND

\* SEVENTH

\* THIRD

\* EIGHTH

8th

\* FOURTH

\* NINTH

3rd

\* FIFTH

\* TENTH

1st

4th

10th

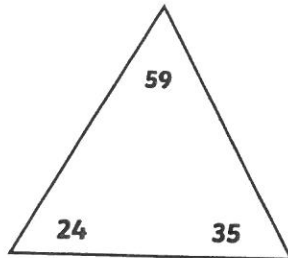
7th

9th

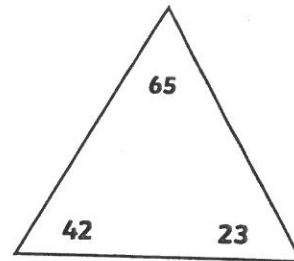
2nd

# Addition and Subtraction Fact Families to 100

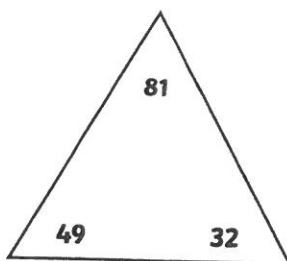
For each set of numbers, write four different addition and subtraction facts.



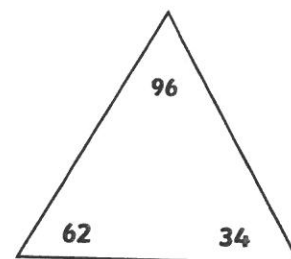
$$\begin{array}{rclcl} \square & + & \square & = & \square \\ \square & + & \square & = & \square \\ \square & - & \square & = & \square \\ \square & - & \square & = & \square \end{array}$$



$$\begin{array}{rclcl} \square & + & \square & = & \square \\ \square & + & \square & = & \square \\ \square & - & \square & = & \square \\ \square & - & \square & = & \square \end{array}$$



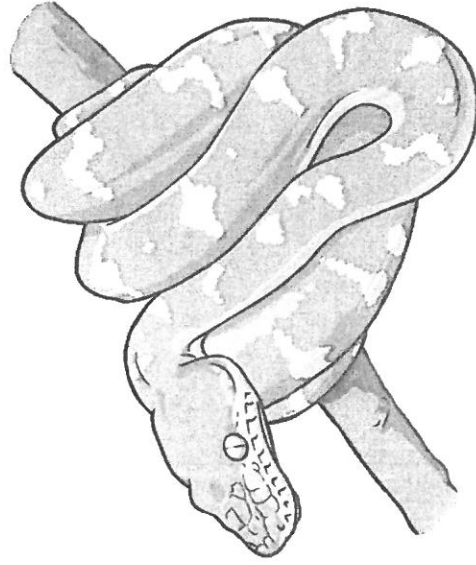
$$\begin{array}{rclcl} \square & + & \square & = & \square \\ \square & + & \square & = & \square \\ \square & - & \square & = & \square \\ \square & - & \square & = & \square \end{array}$$



$$\begin{array}{rclcl} \square & + & \square & = & \square \\ \square & + & \square & = & \square \\ \square & - & \square & = & \square \\ \square & - & \square & = & \square \end{array}$$



# Numbers to 10 000 Snakes and Ladders



## How to Play...

1. You will need dice and counters.
2. Roll the dice and move the correct number of squares.
3. If you land on a number, read it aloud.
4. If you read it incorrectly, go back to your previous square.
5. If you land on a ladder, go up it.
6. If you land on a snake, go down it.
7. The winner is the first person to reach the finish square.

Finish	7012	7340	2303	4632	2999	8078
1199	6250	1234	1234	7905	3333	3333
1218	9899	1007	8825	3810	6788	3331
2203	7323	9992	6015	5550	4350	3007
1337	3050	2016	2300	5501	3990	8188
3967	8219	2974	6039	4492	6211	5500
Start	9988	3568	4002	2178		

# Numbers Word Search 0-20

S	R	Z	Z	T	N	I	U	V	G	L	T	W	G	E
T	E	F	C	I	W	I	N	Z	O	F	H	J	X	N
O	H	V	H	J	V	E	N	E	R	X	I	S	E	T
N	C	G	E	D	V	R	L	E	E	Z	R	E	N	W
E	O	A	I	N	P	U	P	V	Z	T	T	K	A	E
E	Y	N	E	E	T	H	G	I	E	X	E	E	D	N
T	N	E	V	E	S	E	F	N	I	Z	E	N	R	T
F	E	O	T	A	K	O	E	S	E	N	N	U	I	Y
I	O	W	O	M	U	X	A	N	A	T	O	W	Q	N
F	O	P	D	R	A	X	A	S	A	F	R	E	T	O
M	Y	P	T	T	A	K	Q	W	C	V	W	R	M	Q
B	T	E	H	V	D	X	K	K	W	Q	P	V	Y	T
K	E	R	C	J	B	C	S	R	U	H	E	Q	J	L
N	E	F	I	V	E	I	M	Z	N	Q	C	Q	Z	A
E	U	N	A	J	E	L	E	V	E	N	V	I	V	F

20 Find the word for each of the numbers in the word search. 16

0 1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

4 3 15 9 18

Name \_\_\_\_\_

Date \_\_\_\_\_

## Number of the Day

Odd or even?

\_\_\_\_\_

1248

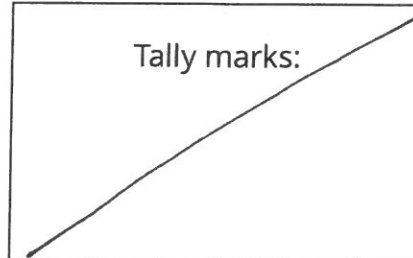
Sum of the digits:

Word form:

\_\_\_\_\_

Make the number using coins and notes:

Tally marks:



10 more: \_\_\_\_\_

10 less: \_\_\_\_\_

100 more: \_\_\_\_\_

100 less: \_\_\_\_\_

1000 more: \_\_\_\_\_

1000 less: \_\_\_\_\_

Write a sum that equals your number:

=

Greater than and less than:

\_\_\_\_\_ > \_\_\_\_\_ > \_\_\_\_\_

Thousands	Hundreds	Tens	Ones



# Numbers to 100 000 Snakes and Ladders



## How to play...

1. You will need dice and counters.
2. Roll the dice and move the correct number of squares.
3. If you land on a number, read it aloud.
4. If you read it incorrectly, go back to your previous square.
5. If you land on a ladder, go up it.
6. If you land on a snake, go down it.
7. The winner is the first person to reach the finish square.

Finish	70 012	70 340	23 003	46 132	29 299	80 178
11 599	62 350	12 734	12 734	79 005	30 333	80 178
12 918	98 099	10 007	81 825	38 410	67 788	80 178
20 203	73 723	60 515	55 050	30 007	33 331	80 178
13 937	30 750	20 916	23 000	43 750	39 090	80 178
39 667	82 119	44 144	55 001	44 092	81 088	80 178
Start	99 388	35 668	60 639	62 411	21 078	55 100





Name: \_\_\_\_\_

# Which is Larger?

## Comparing Numbers

We can use  $<$   $>$  and  $=$  to decide which number is bigger, smaller or the same as another number.

Remember the crocodile always eats the bigger number!



We use these symbols to compare numbers:

$=$	We use the 'equals' symbol to show when two values are equal. Example: $2 = 2$ (two is equal to two)
$<$	But if one value is smaller than another, we can use a "less than" sign. Example: $3 < 5$ (3 is less than 5)
$>$	And if one value is bigger than another, we can use a "greater than" sign. Example: $7 > 3$ (7 is greater than 3)

To remember which way around the " $<$ " and " $>$ " signs go, just remember:

- BIG  $>$  small
- small  $<$  BIG

**Remember the crocodile always likes to eat the bigger number!**



**Which number is largest?**

32 456  25 023

22 468  22 660

212 814  215 814

44 991  43 991

23 468  22 112

406 404  406 608

72 591  73 201



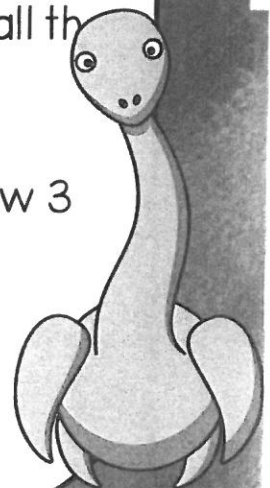


# LOCH NESS LAKE

Learning Intention: We can use a grid reference system to describe locations  
EASY

## Part One – Creating your Map

1. Place co-ordinates on your A4 grid page. (Use the letters A B C D etc. to mark the lines running horizontally across the page on the x-axis. Use numbers 1 2 3 4 etc. to mark the lines running vertically down the page on the y-axis).
2. The splotch in the middle of the grid is the lake. In the centre of the lake, write 'Loch Ness Lake'. Trace around the outline in black texta or fineliner.
3. In the top right hand corner of the map draw and label a compass rose with cardinal points (4) and intercardinal points (4).
4. Above the lake is an embankment known as 'Turtle Bank'. Write this in, draw in three turtles. Shade all the land area around the lake green.
5. In the bottom right-hand corner of the grid draw 3 houses on a hill. Label this 'Loch City'.



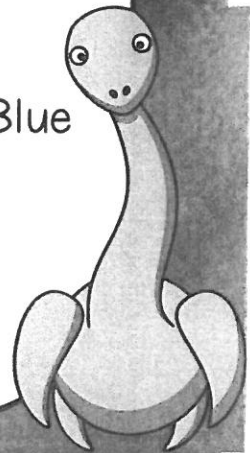
# LOCH NESS LAKE

Learning Intention: We can use a grid reference system to describe locations

EASY

## Part One – Creating your Map

6. Draw a boat halfway at grid reference K10.
7. The water to the south of the lake is called 'The Great Current'. Write this in and draw a whale in it.
8. Draw a swamp in the most north-east corner of the lake. Call this 'Insect Swamp'.
9. A bike path runs from 'Insect Swamp' to the most southern point of the lake. Draw the bike path. Draw a person riding a bicycle on it.
10. Name the most southern tip of the lake 'Frog Foreshore'. Draw two frogs.
11. Name the area of land to the west of the lake, Wetland Waterfront. Draw a forest of trees.
12. Label the cove-shaped lake area at I20 'The Great Blue Heron Bight'.



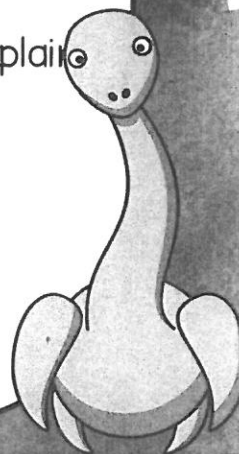
# LOCH NESS LAKE

Learning Intention: We can use a grid reference system to describe locations

EASY

## Part One – Creating your Map

13. Draw a road from 'Wetland Waterfront' to 'The Great Blue Heron Bight'. Draw a red car on the road.
14. Draw three fish in the centre of the lake.
15. Draw a small riverbed of bushes and aquatic plants in the lake at grid reference L8.
16. A mountain range called 'The Death Mountain' is located in the top left hand corner of the land area/grid. Draw and name it. Draw some grasslands to the south east of the mountain range. Small animals graze here. Draw two cows and one pig.
17. Shade all land areas green. Shade all of the lake area blue. At G4 in the land area, draw a lolly shop.
18. In the bottom right hand corner create a scale that shows a ratio of 1 cm = 1 km or 1 cm = 1 mile.
19. Add a key to your map in the bottom left hand corner. Explain all the symbols and colours you have used.



# LOCH NESS LAKE

Learning Intention: We can use a grid reference system to describe locations

EASY

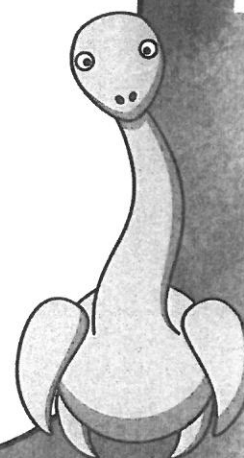
## Part Two – Steps to finding the Loch Ness Monster

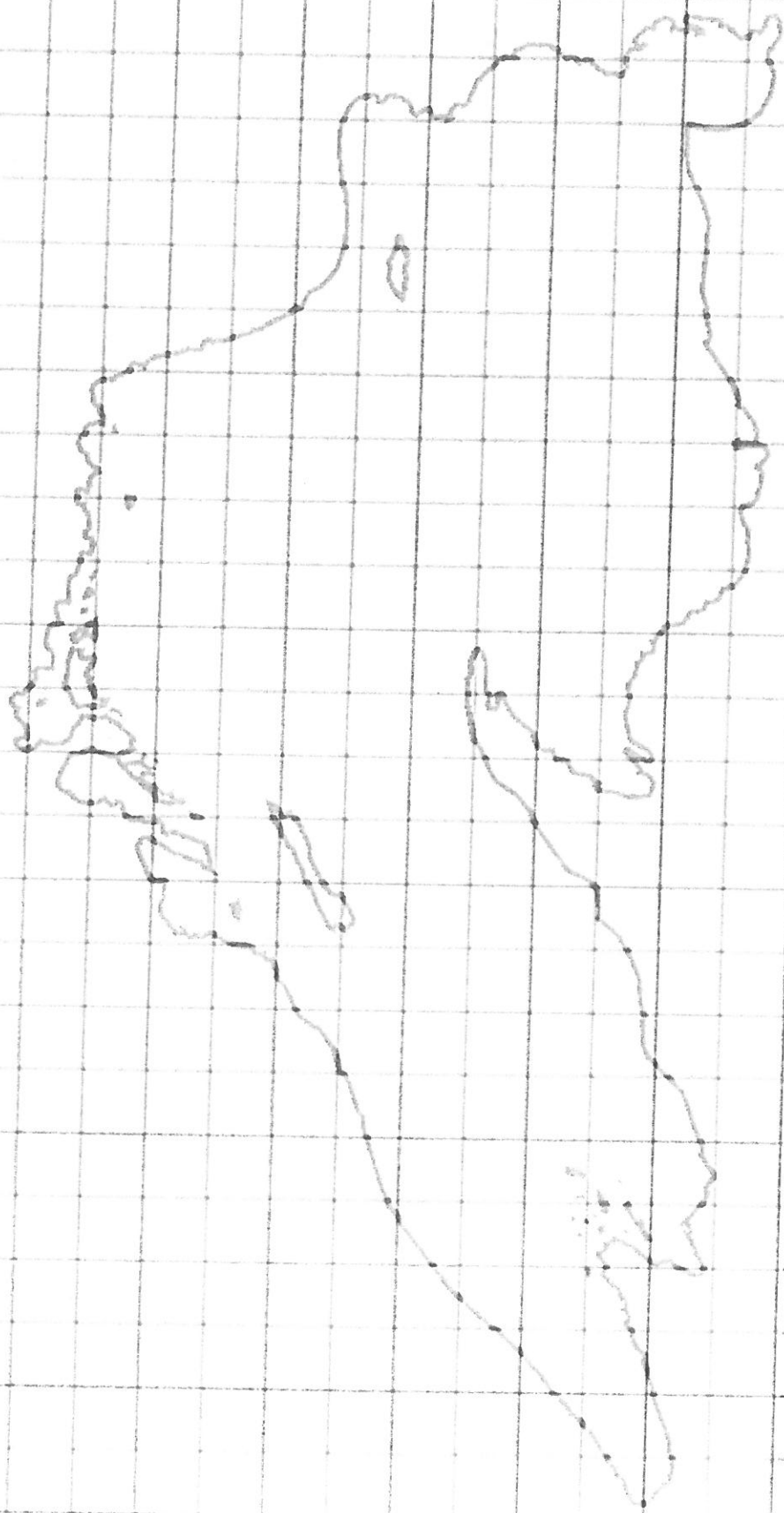
Using a starting point on your map, indicate at least 10 steps for how to arrive at the point in Loch Ness Lake where the Loch Ness Monster (aka Nessie) is hiding.

Present this information in a table.

Mark the starting point on your map with the letter S (this will need to be indicted on your legend).

STEP	MAP REF	DIRECTION	KILOMETRES/MILES	INSTRUCTIONS
1	W3	West	3	Swim through Frog Foreshore to get to some dry land.

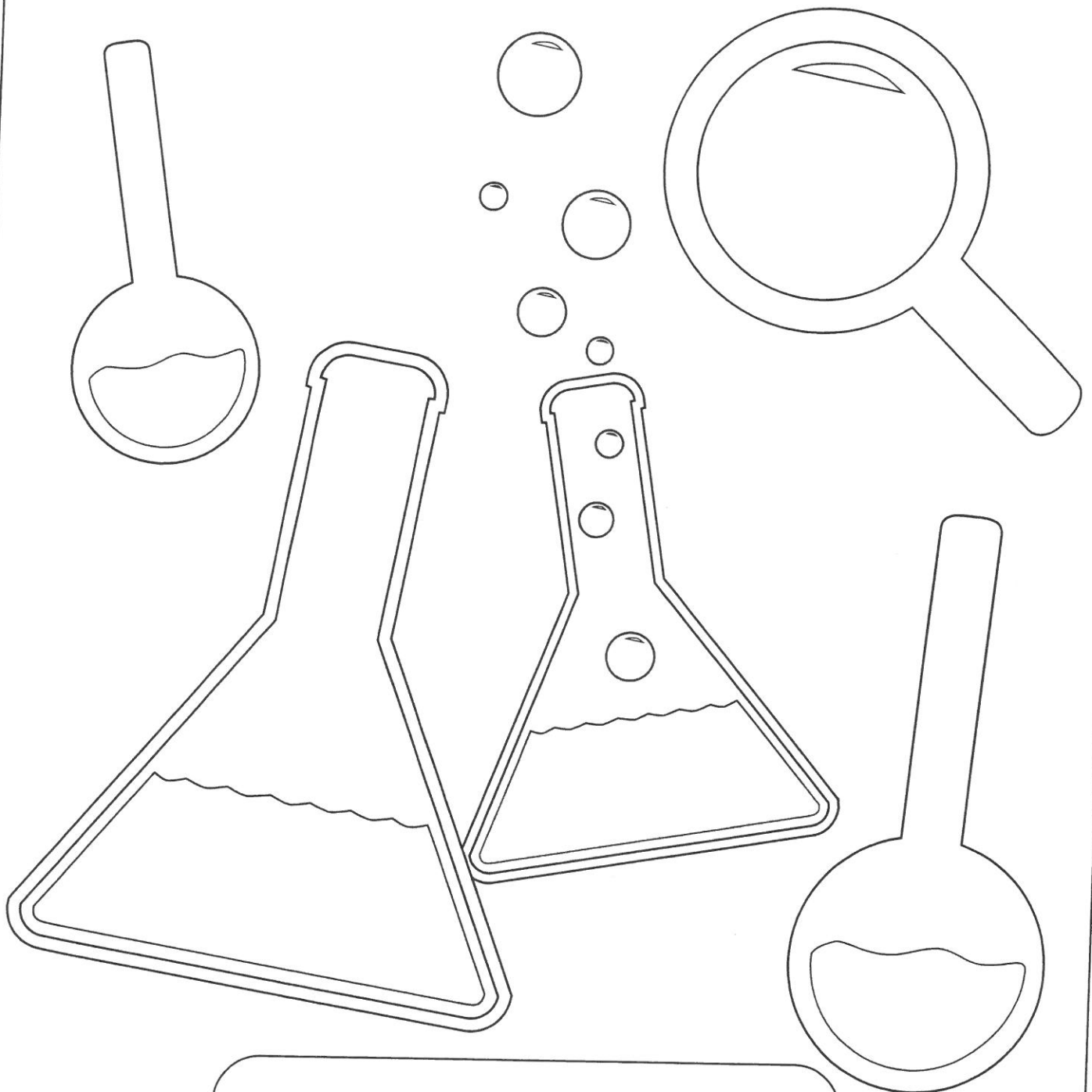








# Science

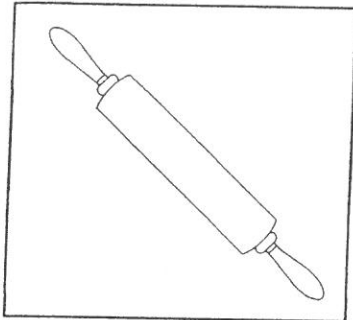


Name \_\_\_\_\_

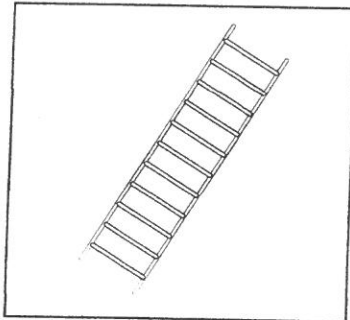
Class \_\_\_\_\_

# USING SIMPLE MACHINES

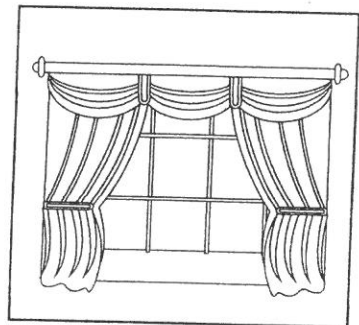
Label the simple machines below.



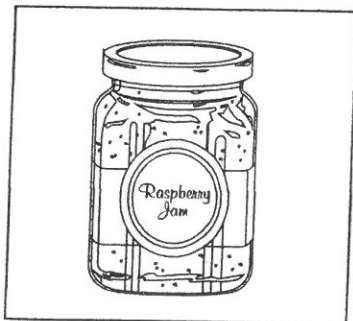
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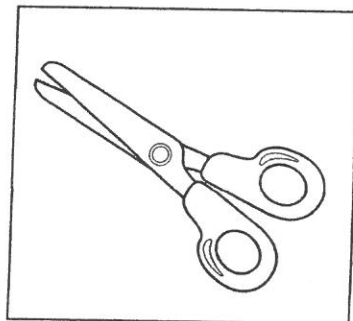
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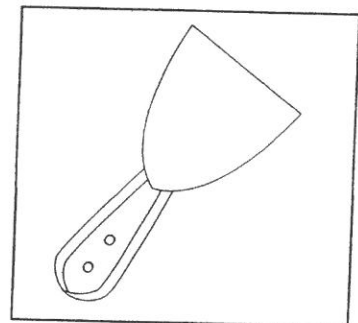
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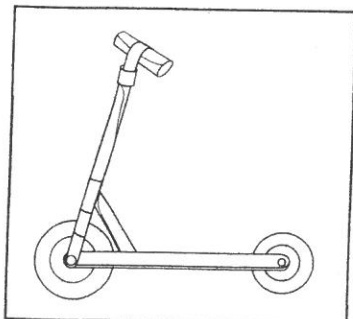
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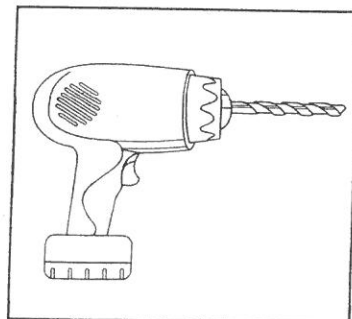
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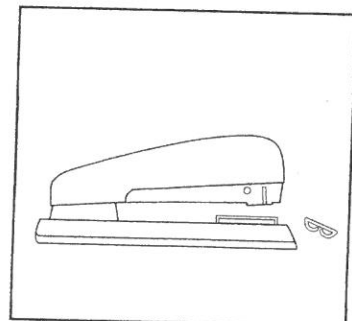
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\_\_\_\_\_

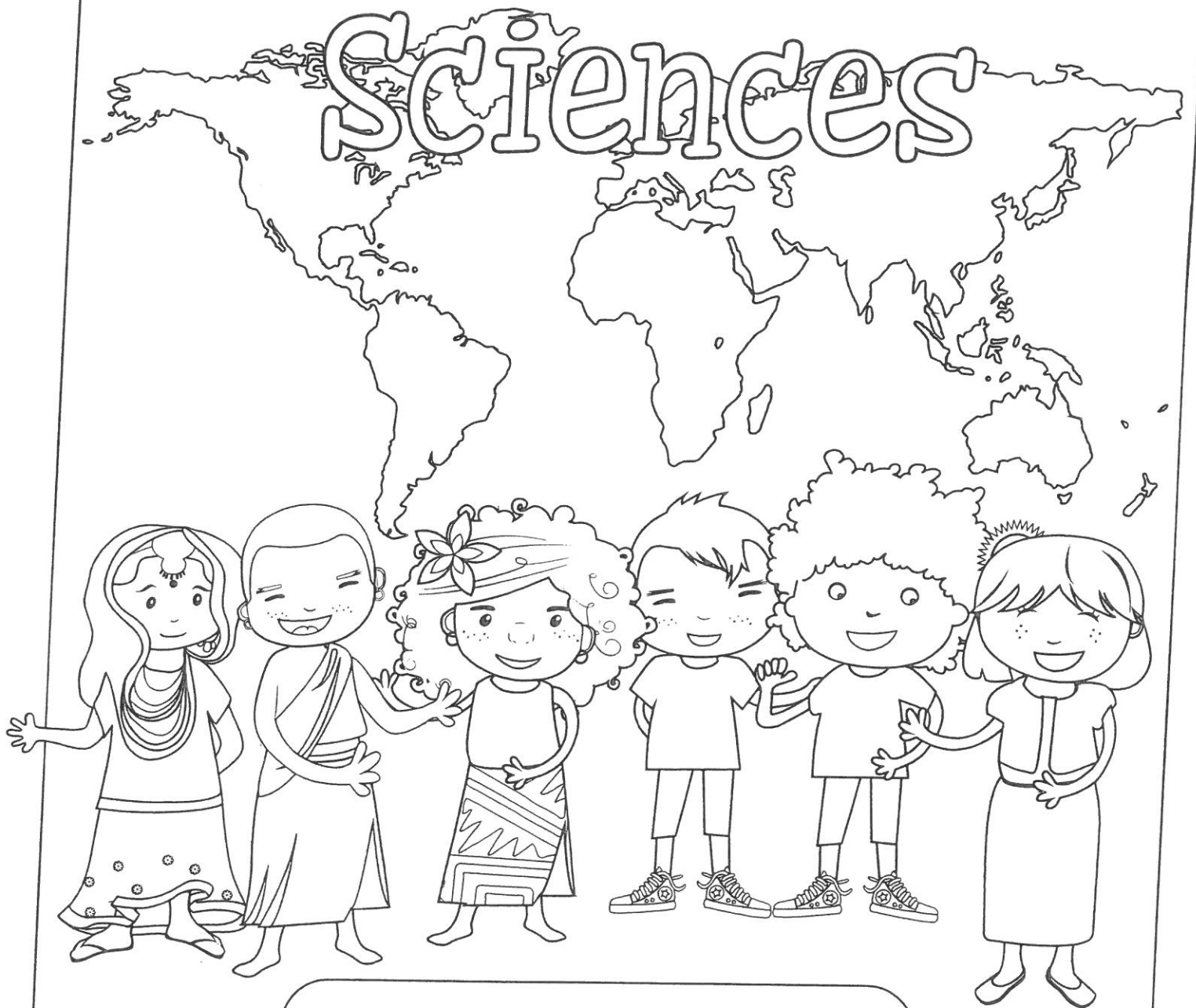


\_\_\_\_\_



\_\_\_\_\_

# Humanities and Social Sciences

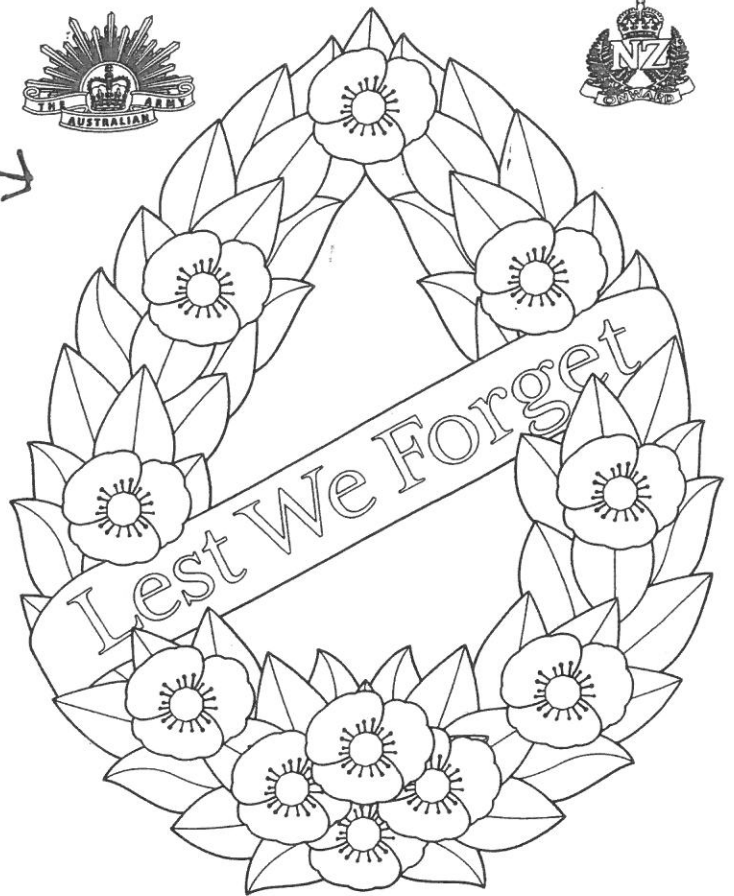
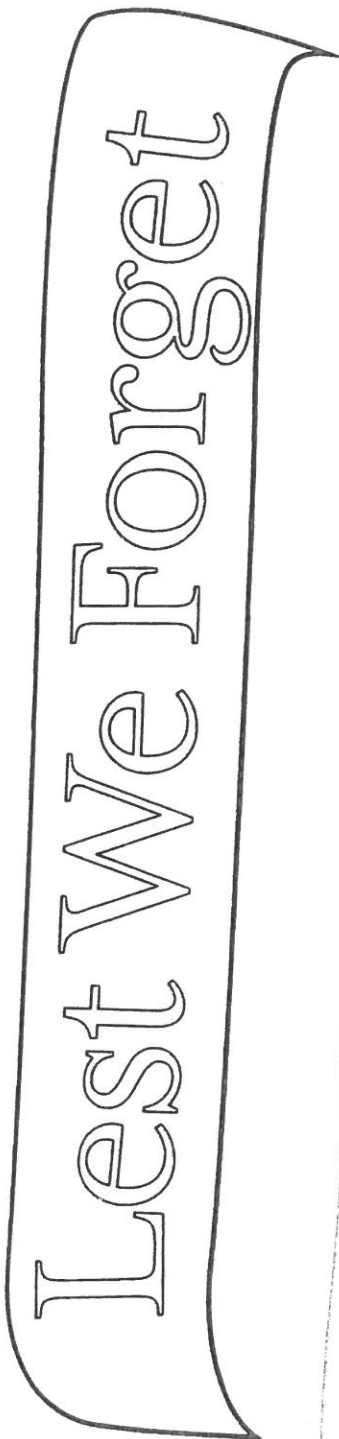


Name \_\_\_\_\_

Class \_\_\_\_\_



Here are the pieces  
to make this  
wreath



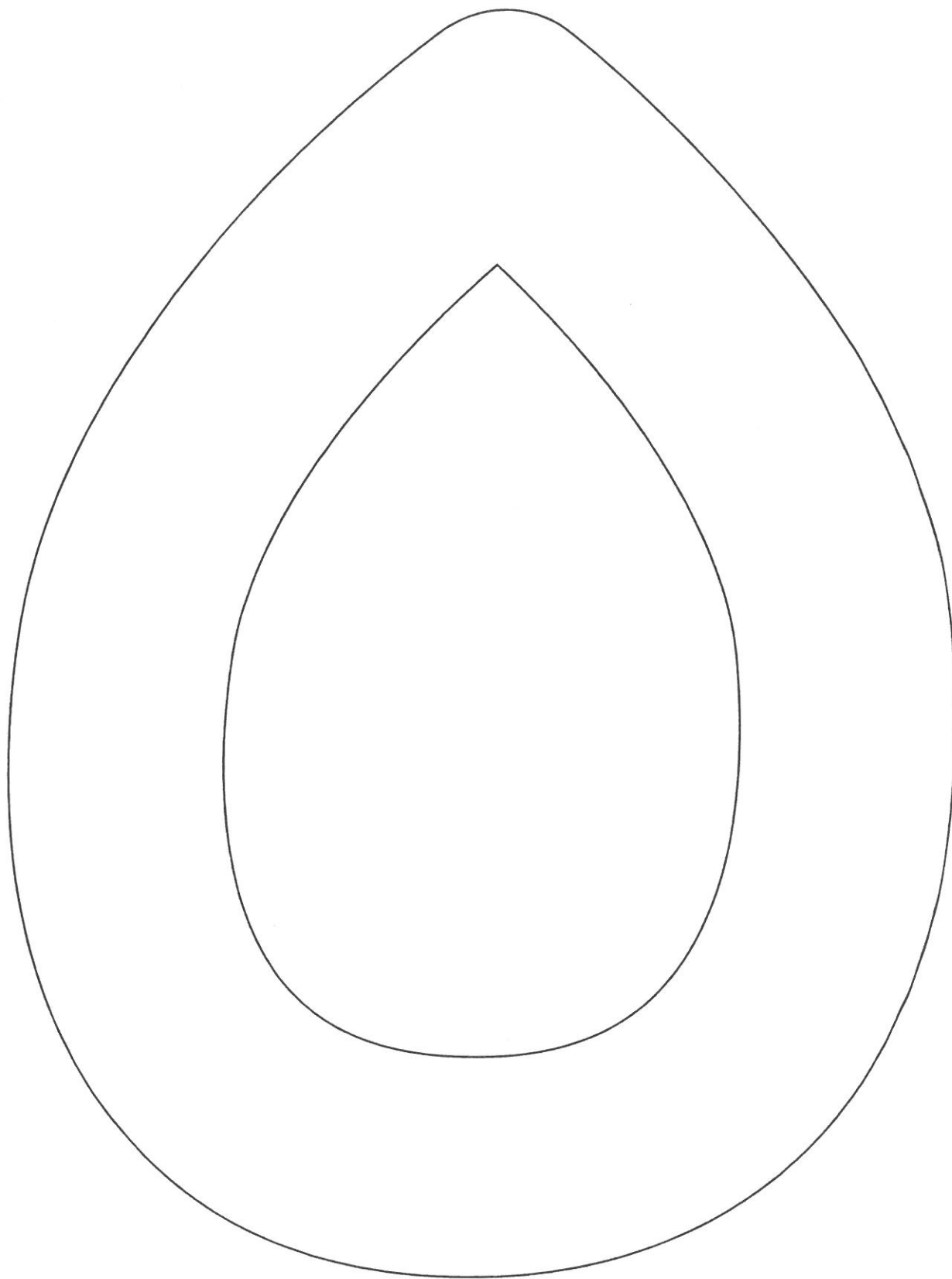
They shall grow not old, as we that are left grow old;  
Age shall not weary them, nor the years condemn.  
At the going down of the sun and in the morning,  
We will remember them.

*from "For the Fallen" Laurence Binyon 1914*





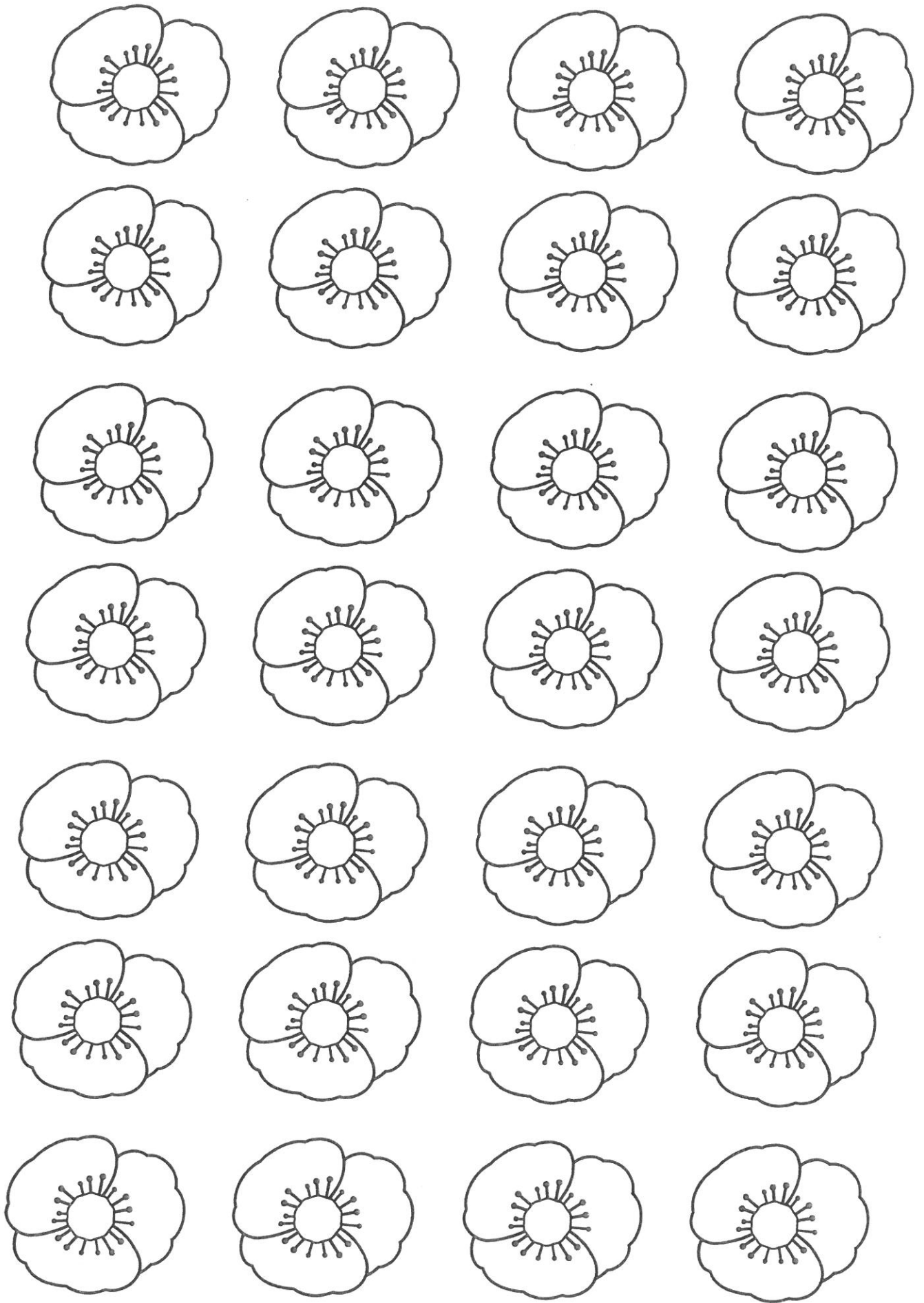




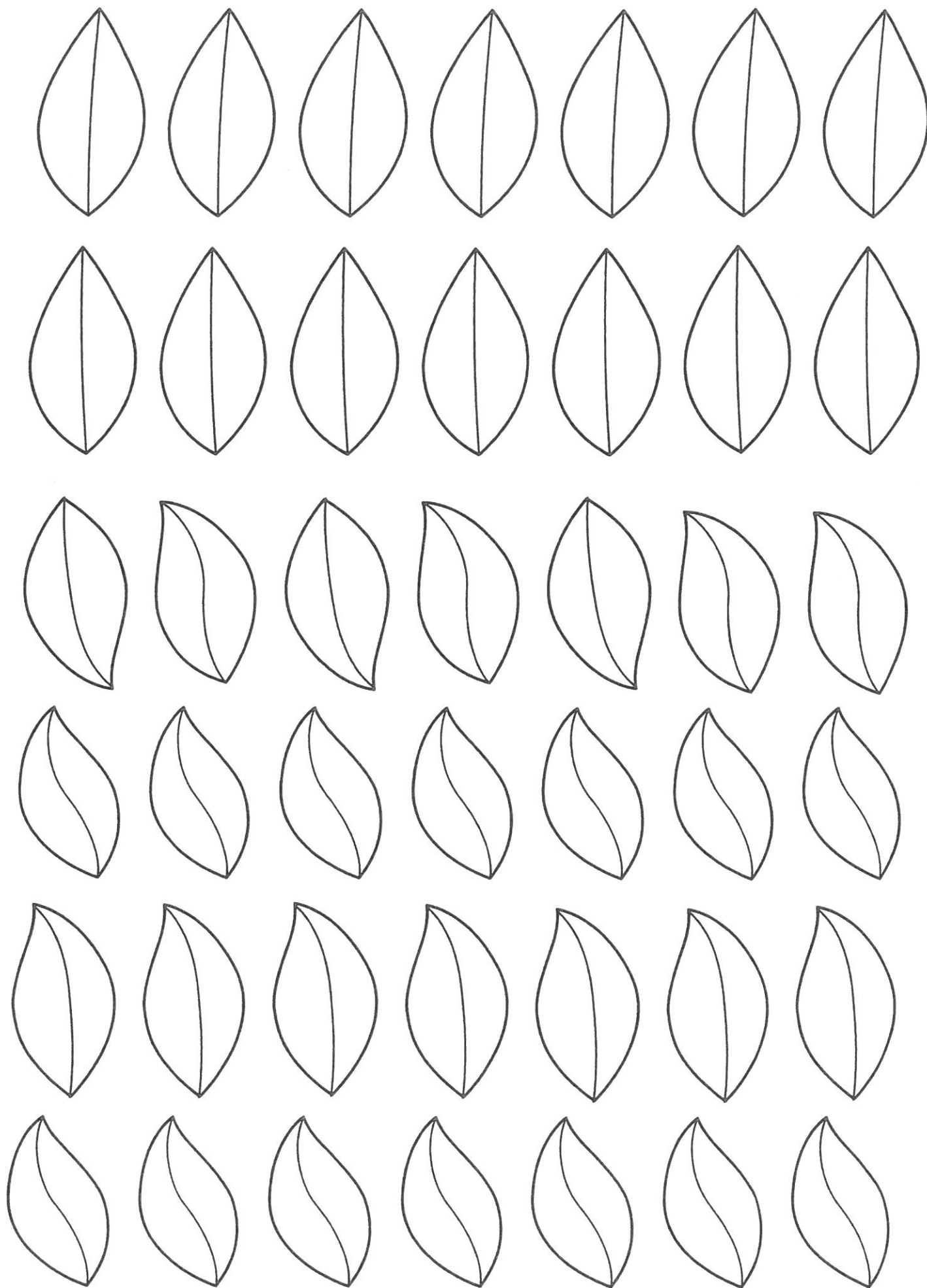
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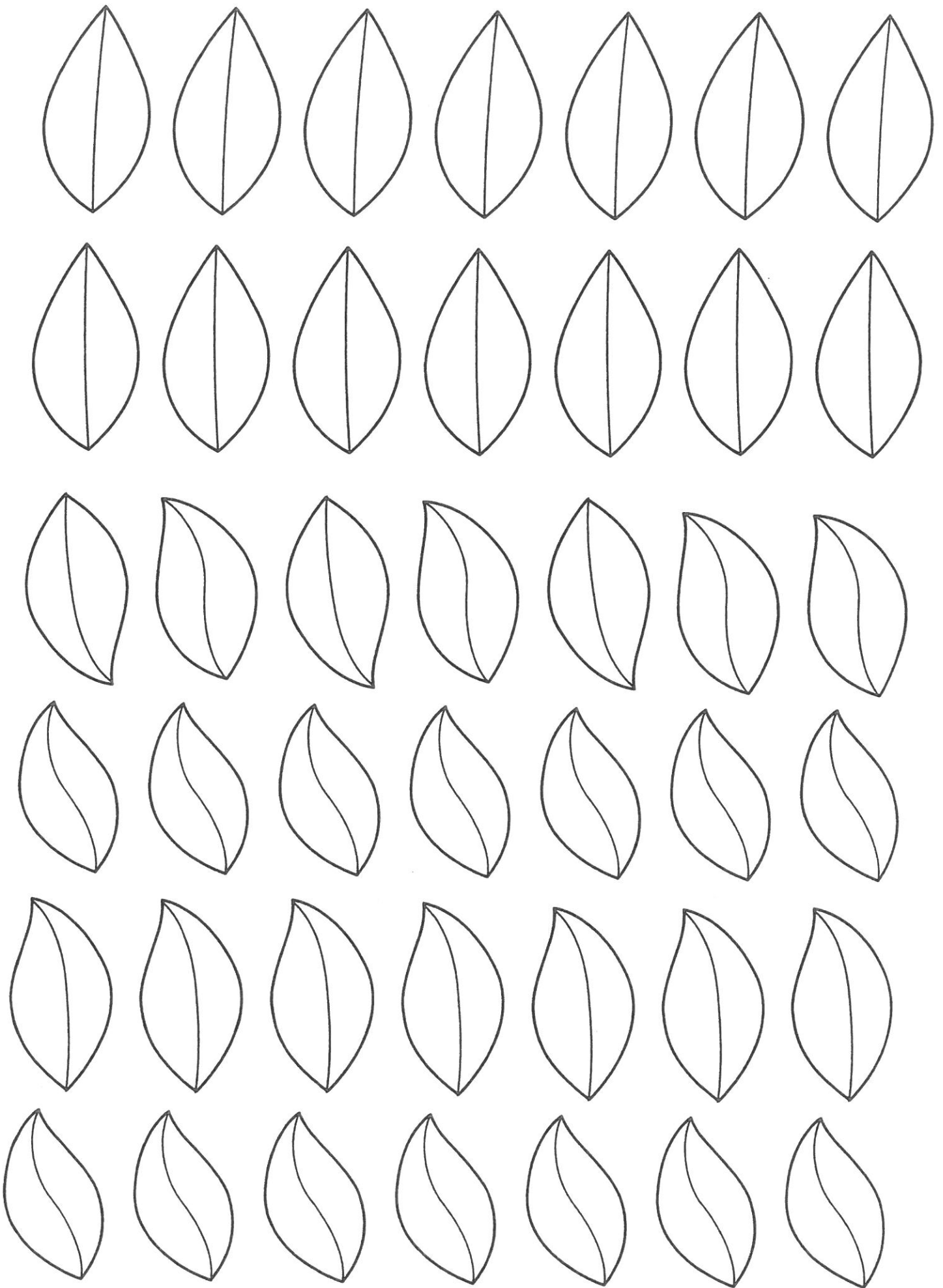




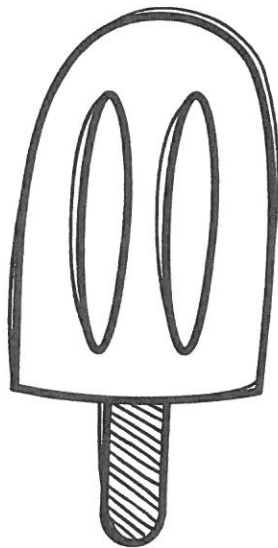












name:

class:

EVERY DAY  
MAY NOT be  
GOOD BUT THERE  
IS SOMETHING  
good IN EVERY  
DAY

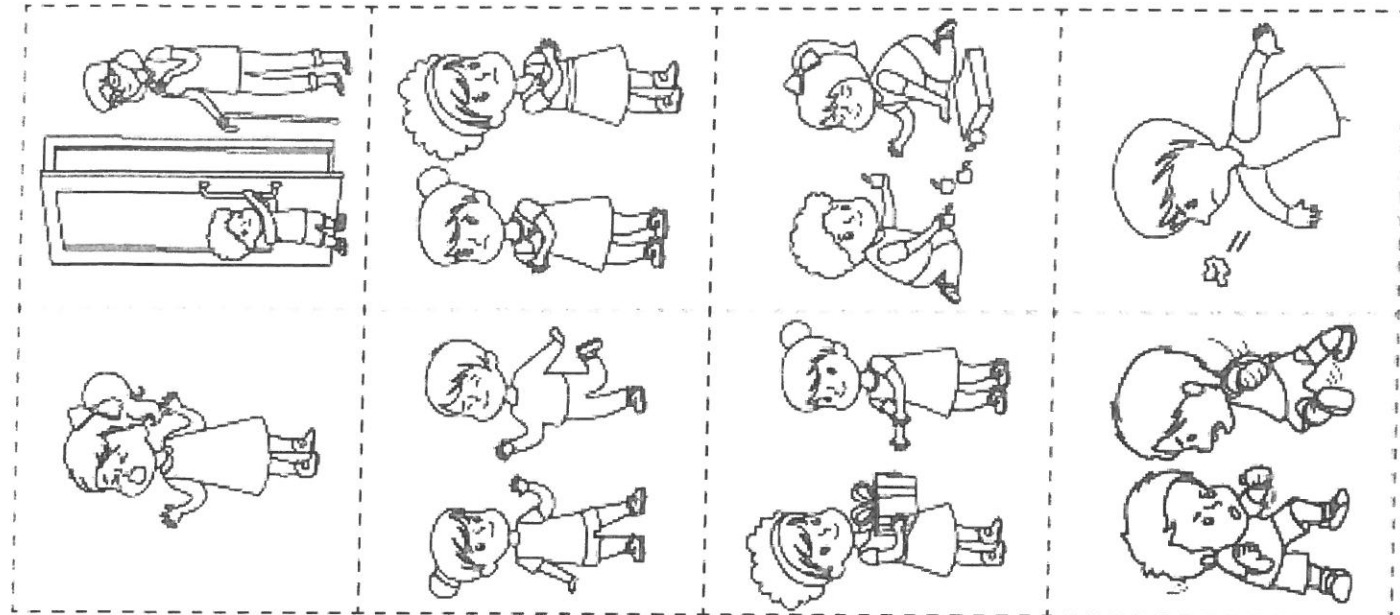
# NAUGHTY OR NICE SORTING CARDS

Teach ME









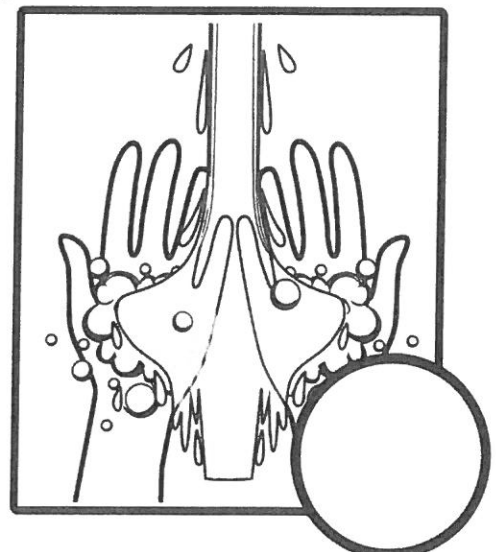
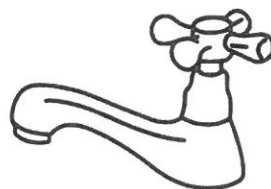
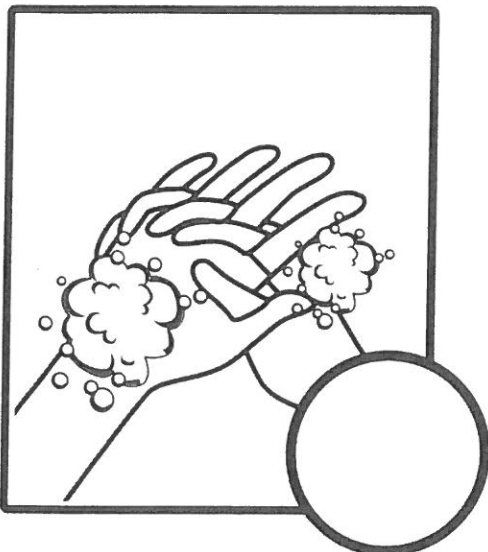
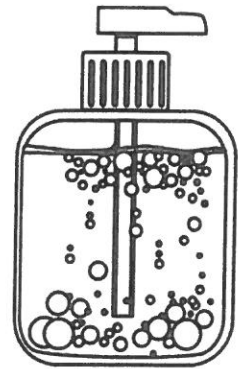
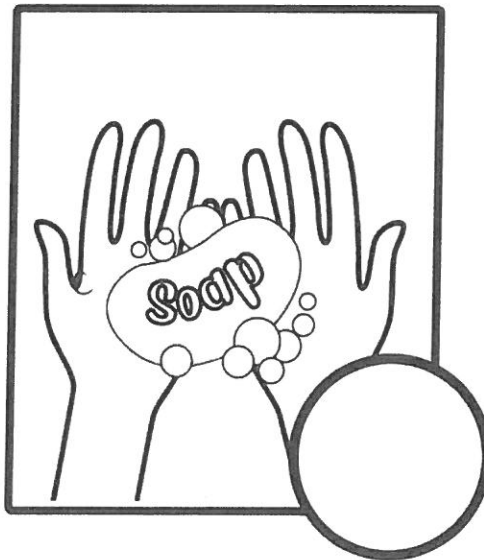
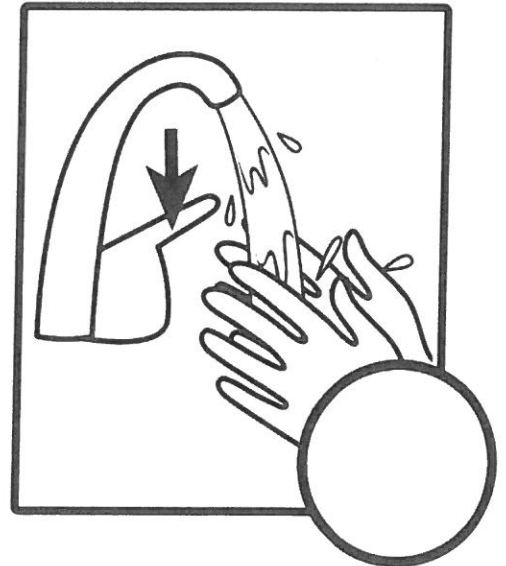
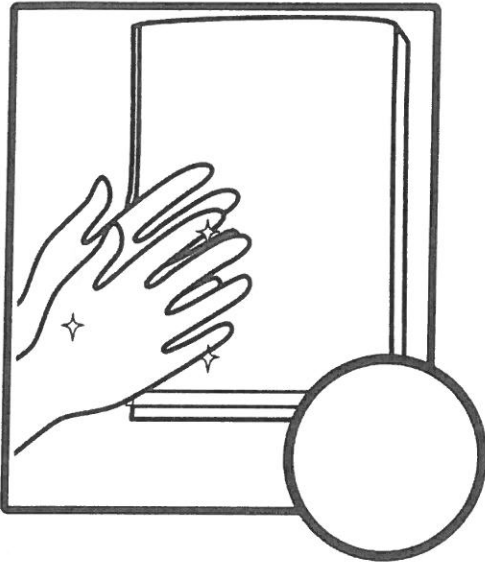


# How to wash your Hands

Number each picture in the correct order.

Name: \_\_\_\_\_

Teach **THIS**





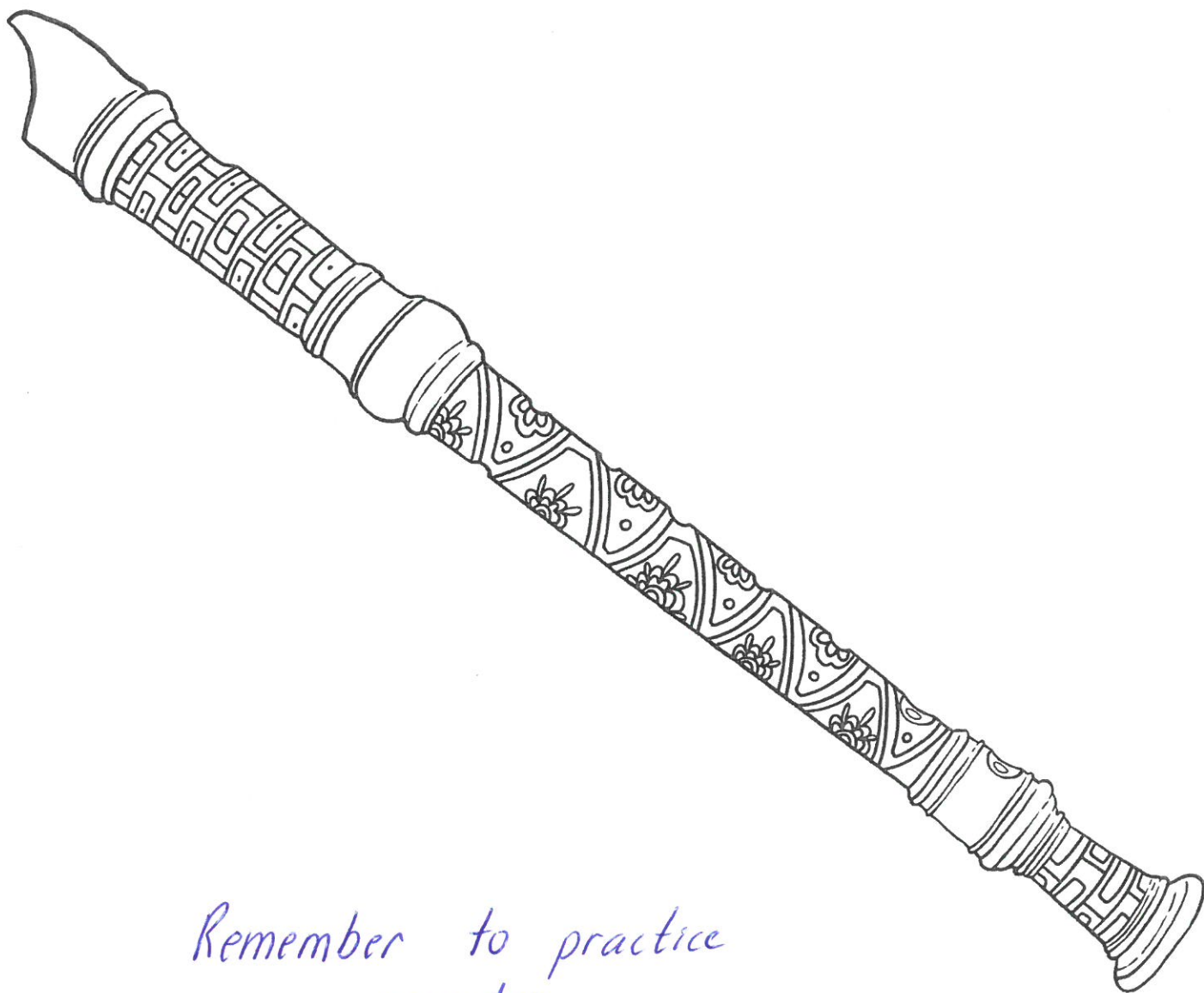


# Music



twinkl

visit [twinkl.com.au](https://www.twinkl.com.au)



Remember to practice  
your recorder.

I'm practising!!

Mrs Zainudes

# Italian



[www.twinkl.co.uk](http://www.twinkl.co.uk)

# Italian Work Package-

## Week Two

This package includes:

- Italian vocabulary list – to practice your Italian (focus on colours and greetings)
- Farm colour by number sheet



# Italiano



## I Numeri

Uno - one	Undici - eleven
Due - two	Dodici - twelve
Tre - three	Tredici - thirteen
Quattro - four	Quattordici - fourteen
Cinque - Five	Quindici - fifteen
Sei - Six	Sedici - sixteen
Sette - seven	Diciassette - seventeen
Otto - eight	Diciotto - eighteen
Nove - nine	Diciannove - nineteen
Dieci - ten	Venti - twenty

## 10 - 100

dieci - ten
venti - twenty
trenta - thirty
quaranta - forty
cinquanta - fifty
sessanta - sixty
settanta - seventy
ottanta - eighty
novanta - ninety
cento - one hundred

## I Giorni della Settimana

lunedì - Monday
martedì - Tuesday
mercoledì - Wednesday
giovedì - Thursday
venerdì - Friday
sabato - Saturday
domenica - Sunday

## I COLORI

bianco - white
giallo - yellow
verde - green
arancione - orange
rosso - red
marrone - brown
grigio - grey
nero - black
azzurro - blue
rosa - pink
viola - purple

## I Mesi Dell'Anno

Gennaio - January
Febbraio - February
Marzo - March
Aprile - April
Maggio - May
Giugno - June
Luglio - July
Agosto - August
Settembre - September
Ottobre - October
Novembre - November
Dicembre - December

Come ti chiami? - What is your name?  
Io mi chiamo - My name is .....

Quanti anni Hai? How old are you?  
Ho ..... anni. I am ..... years old.

## Come Stai?

Benissimo - Fantastic
Molto bene - Very well
Bene - well
Così-così - o.k/ so-so
Male - not well

Buongiorno -  
good morning

Buonasera - good  
evening

Buonanotte - good night

Ciao - hello/goodbye

Grazie - Thank-you  
Prego - You're welcome  
Mi scusi - Excuse me



# Farm Colour by Number Sheet

Colora la fattoria con i numeri

1 = yellow  
giallo

2 = light blue  
celeste

3 = blue  
blu

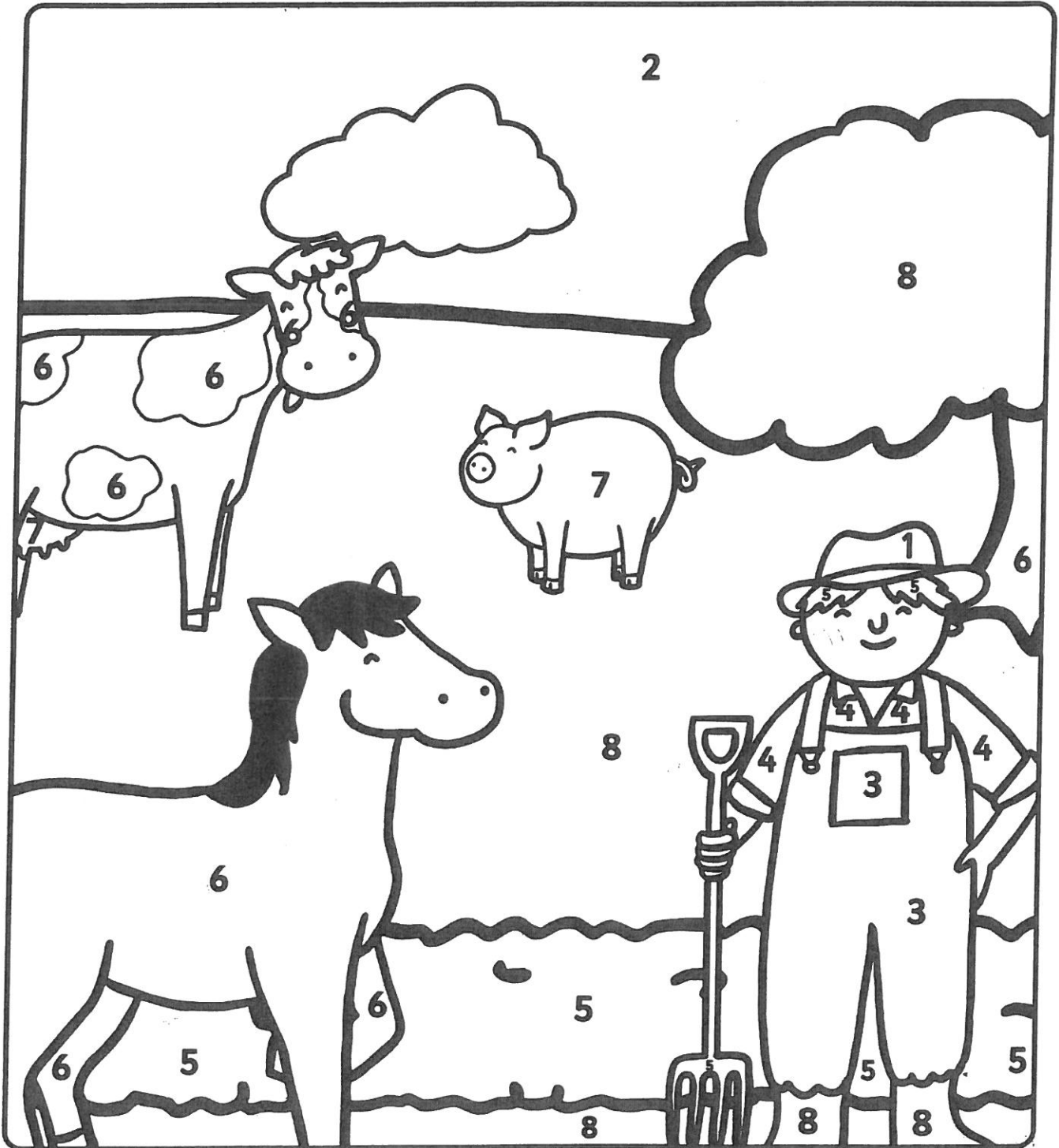
4 = red  
rosso

5 = grey  
grigio

6 = brown  
marrone

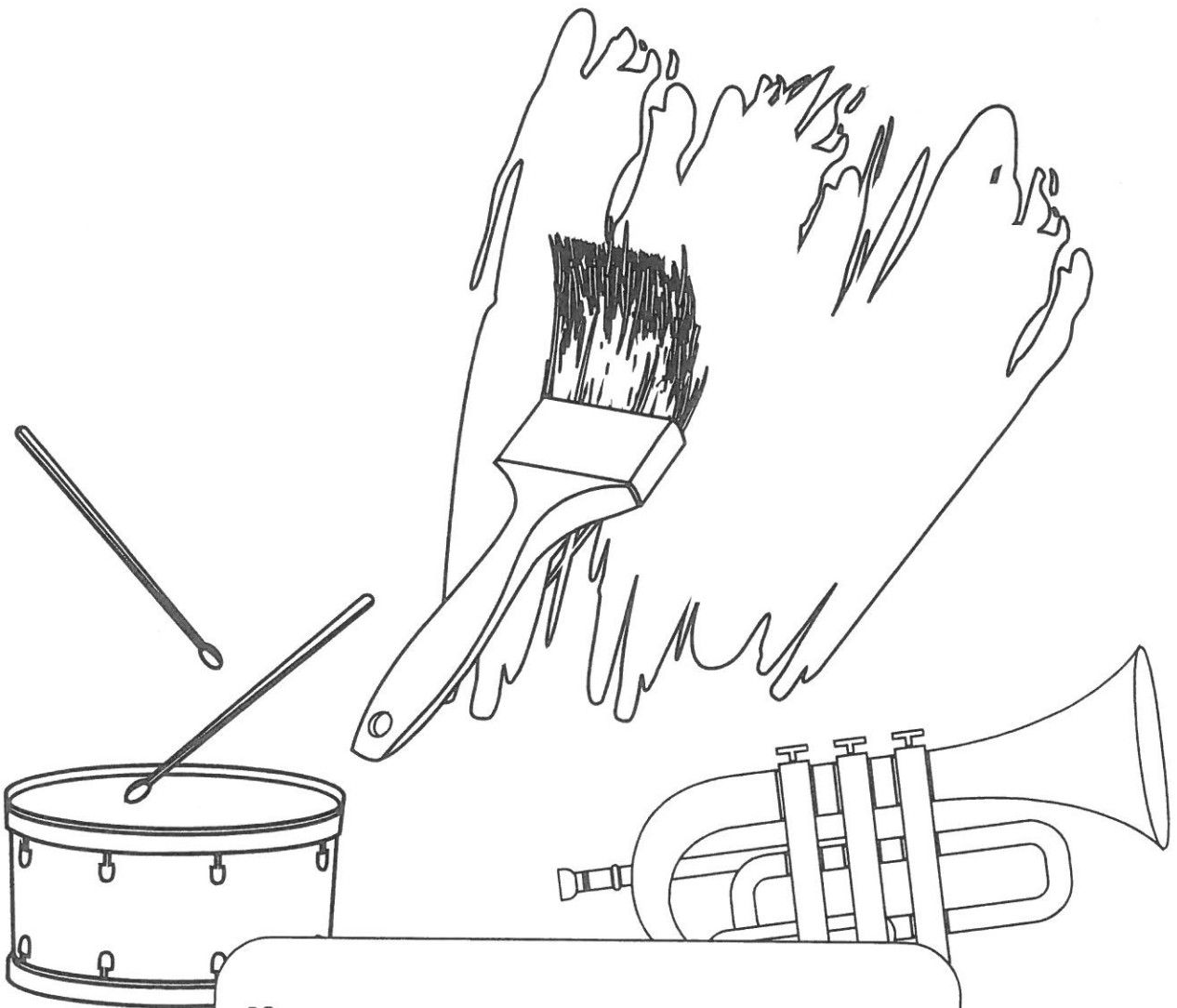
7 = pink  
rosa

8 = green  
verde





# Visual Arts



Name \_\_\_\_\_

Class \_\_\_\_\_

## Art Project links to see coloured pictures.

<https://artprojectsforkids.org/wp-content/uploads/2020/03/Draw-a-Britto-Cat-.pdf>

<https://artprojectsforkids.org/wp-content/uploads/2018/01/Draw-a-Peacock.pdf>

<https://artprojectsforkids.org/wp-content/uploads/2020/03/Draw-a-Bunny-Face.pdf>

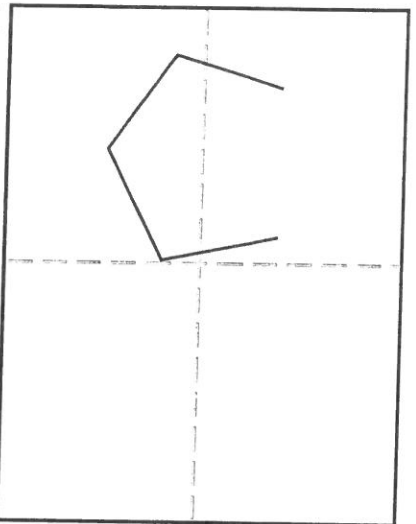
<https://artprojectsforkids.org/wp-content/uploads/2020/03/Easter-Bunny.pdf>

## Fantastic site for directed Art activities

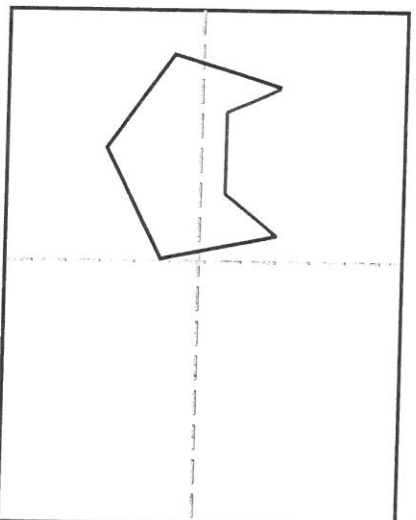
<https://www.artforkidshub.com/>



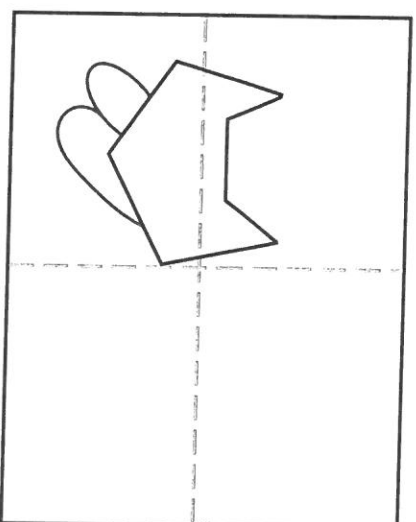
# Draw a Romero Britto Cat



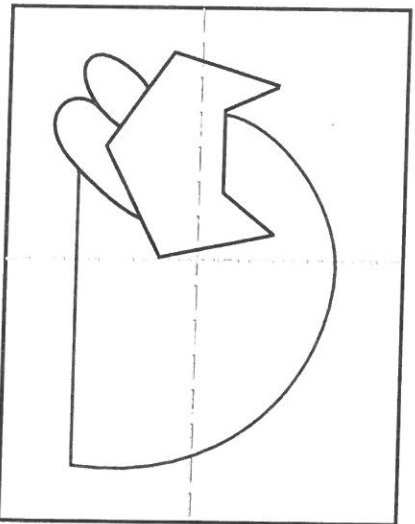
1. Make guide lines. Start the head.



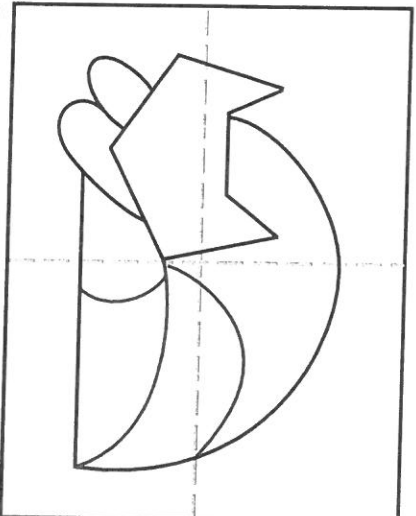
2. Draw two cat ears as shown.



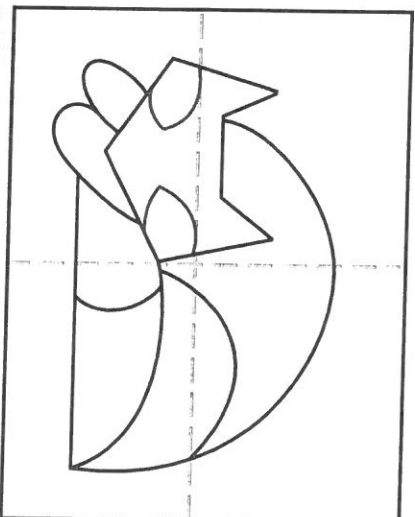
3. Draw two paws.



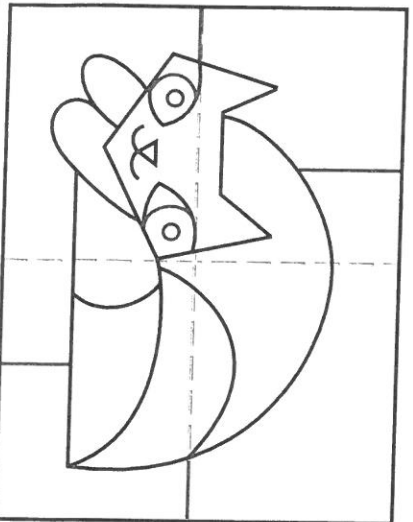
4. Draw large half circle for the body.



5. Draw three curved lines.



6. Draw outside of eyes.



7. Draw inside eyes, and four lines.



8. Trace with a thick black marker, fill shapes.



9. Lastly, add various patterns on top.

